Voices College-Bound Language Academies

Board Meeting

Date and Time

Tue Jun 25, 2024 at 5:30 PM PDT

Location

6840 Via Del Oro #205, San Jose, CA 95119
715 Hellyer Ave., San Jose, CA 95111
14271 Story Rd., San Jose, CA 95127
201 28th St., Richmond, CA 94804
321 E. Weber St., Stockton, CA 95202
17740 Peak Ave., Morgan Hill, CA 95037
5168 Summerhill Dr., Oceanside, CA 92057
1365 Locust St., Denver, CO 80220
40 Henderson PA, Palo Alto, CA 94306
34631 N Tom Darlington Dr., Scottsdale, AZ 85262

Instructions For Presentations To The Board By Parents and Citizens
PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item. Submitted comments may be read into the record to the extent practicable based upon factors such as the length of the agenda and available time. Comments received within the window of the board meeting whether read or not, will be shared with the board and noted in the minutes.
Individual commenters are limited to a single comment per agenda item.
Public comments will be accepted prior to, and during the board meeting, subject to limitations discussed here. Comments may be read in the order received and will be accepted up to the point each agenda item is heard, acted upon or when the Board President has completed the call for public comment on that agenda item.

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Comments should be limited to 400 words or less, and will need to be readable within the time allocated for each comment. These presentations are limited to no more than 15 minutes total and 3 minutes per person. A full comment may not be read if the length of time to read the comment exceeds the designated limit. No action can be taken on an item not on the agenda at this time but may be referred to the administration or put on a future agenda.

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1. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
2. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 6840 Via Del Oro, Suite #160. San Jose, CA 95119.
3. REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Lizzette Ramirez at (408)791-1609 Ex.1052
4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.
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Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Voices, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión.

Agenda

	Purpose	Presenter

I. Opening Items

Opening Items

A. Record Attendance — Servando Sandoval

B. Call the Meeting to Order — Servando Sandoval

C. Public Comment (on items not on the Agenda) — Servando Sandoval

Non-agenda items: No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

II. Consent Items

A. Approve Minutes 6-11-24 — Approve Minutes

B. Adopt Revised Polices — Vote

Harassment, Intimidation, Discrimination and Bullying Policy
Title IX Policy
Administration of Medication Policy
Classroom-Based Attendance Policy
Education for ELL Policy
Education for Foster Mobile Youth Policy
Education for Homeless Children and Youth Policy
Educational Records and Student Information Policy
Nondiscrimination Statement
Parent Involvement Policy (Title 1)
Professional Boundaries - Staff Student Interaction Policy
Record Retention Policy
Section 504 Board Policy
Special Education Policy
Student Wellness Policy
Suicide Prevention Policy
Suspension and Expulsion Policy Y Procedures MH

		Purpose	Presenter
	Suspension and Expulsion Policy Y Procedures Flagship Suspension and Expulsion Policy Y Procedures MP Suspension and Expulsion Policy Y Procedures ST Suspension and Expulsion Policy Y Procedures WCC Uniform Complaint Procedures Policy Volunteer Visitation and Removal Policy		
C.	Rescind Combined Title IX Harassment, Intimidation Discrimitation & Bullying Policy	Vote	
D.	Approve Voices Academies Employee Handbook for 24-25	Vote	
E.	Approve Contract for 24-25	Vote	
	Presence		

III. 24-25 Local Indicators Review and LCAP Approval

A. "Flagship" (FS) Review of Local Indicators and 24-25 LCAP Approval — Vote — Marie Moore

Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted.

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 11, 2024.

The Board must subsequently approve these plans to be compliant with current law.

B. Morgan Hill (MH) Review of Local Indicators and 24-25 LCAP Approval — Vote — Marie Moore

Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted.

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 11, 2024.

The Board must subsequently approve these plans to be compliant with current law.

		Purpose	Presenter
C.	Mount Pleasant (MP) Review of Local Indicators and 24-25 LCAP Approval	Vote	Marie Moore

Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted.

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 11, 2024.

The Board must subsequently approve these plans to be compliant with current law.

D.	West contra Costa (WCC) Review of Local Indicators and 24-25 LCAP Approval	Vote	Marie Moore

Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted.

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 11, 2024.

The Board must subsequently approve these plans to be compliant with current law.

E.	Stockton (ST) Review of Local Indicators and 24-25 LCAP Approval	Vote	Marie Moore

Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted.

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 11, 2024.

The Board must subsequently approve these plans to be compliant with current law.

IV. Finance/Budget

A.	2024-25 Budget – Review, discussion, and approval of budget for the 24-25 school year (each school separately)	Vote	Josh Kemp

Voices Flagship

		Purpose	Presenter
	Voices Morgan Hill Voices Mount Pleasant Voices West Contra Costa Voices Stockton		
B.	Approval of 2024-25 Consolidated Application (ConApp) for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa for the use or rejection of Categorical Funds	Vote	Josh Kemp
C.	Approval of 2023-24 EPA Expenditures – Actuals for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa	Vote	Josh Kemp
D.	Approval of 2024-25 EPA Estimated Expenditure Plans and board resolutions for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa Separate resolutions and spending plans for Flagship, MH, MP, Stockton and WCC.	Vote	Josh Kemp
E.	Approval of FY24 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa	Vote	Josh Kemp

V. Board Business

		Purpose	Presenter
A.	Periodic review of Voices ESSER III Safe Return to In-person Instruction and Continuity of Services Plan for Voices FS, MP, MH, WCC, and ST	FYI	Aldo Ramirez

In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account.

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly $122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds.

B.	401K Audit Review	Discuss	Lizzette Ramirez
C.	Update to the ELOP Plan	Vote	Aldo Ramirez

Staff recommends updating the ELOP family fee schedule to eliminate the fees. The total impact on site budgets is less than $1000 on average. This adjustment would eliminate family confusion, improve attendance, and reduce staff time spent on administrative activities.

D.	Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School		
E.	Determine 24-25 Board Meeting Dates	Discuss	Servando Sandoval

VI. Closed Session

A.	Public Employment Gov. Code § 54957 Title: Chief Executive Officer	Discuss

VII. Reconvene Open Session

A.	Report on action taken in closed session	FYI	Servando Sandoval

VIII. Closing Items

		Purpose	Presenter
A.	Adjourn Meeting	Vote	Servando Sandoval

Coversheet

Approve Minutes 6-11-24

Section: II. Consent Items
Item: A. Approve Minutes 6-11-24
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 11, 2024

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

Special Board Meeting

Date and Time
Tuesday June 11, 2024 at 4:30 PM

Location
6840 Via Del Oro #160 San Jose, CA 95119
715 Hellyer Ave., San Jose, CA 95111
14271 Story Rd., San Jose, CA 95127
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321 E. Weber St., Stockton, CA 95202
17740 Peak Ave., Morgan Hill, CA 95037
5168 Summerhill Dr., Oceanside, CA 92057
1365 Locust St., Denver, CO 80220
40 Henderson PA, Palo Alto, CA 94306
4313 Miranda Ave., Palo Alto, CA 94306

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Directors Present
A. Miller (remote), I. Connell (remote), J. Nguyen (remote), K. Wisckol, P. Carreño, S. Sandoval

Directors Absent
D. Koren

Guests Present
A. Ramirez, L. Ramirez

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Tuesday Jun 11, 2024 at 4:32 PM.

C. Public Comment (on items not on the Agenda)

No public comments.

II. Public Hearing to Review Local Control Accountability Plan (LCAP)

A. Annual Update for Developing the 2024-27 Local Control and Accountability Plans

Marie Moore presented updates for developing the 2024-27 LCAP.

B. FS LCAP Hearing

No public comments.

C. MH LCAP Hearing

No public comments.

D. MP LCAP Hearing

No public comments.

E. Stockton LCAP Hearing

No public comments.

F. WCC LCAP Hearing

No public comments.

G. Evaluation and Update of Compensation Structures for the 2024-2025 and 2025-2026 School Years

A.Ramirez presented via power point evaluation and updates of compensation structures for the 24-25 and 25-26 SY.

III. Consent Items

A. Approve Minutes

K. Wisckol made a motion to approve minutes.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
J. Nguyen	Aye
D. Koren	Absent
P. Carreño	Aye
S. Sandoval	Aye
K. Wisckol	Aye
I. Connell	Aye

K. Wisckol made a motion to approve the minutes from Special Board Meeting on 05-07-24.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Nguyen	Aye
S. Sandoval	Aye
K. Wisckol	Aye
I. Connell	Aye
D. Koren	Absent
A. Miller	Aye
P. Carreño	Aye

IV. Closed Session

A. Public Employment Gov. Code § 54957 Title: Chief Executive Officer

Closed session convened at 5:12 PM.

V. Reconvene Open Session

A. Report on action taken in closed session

Nothing to report from closed session.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:30 PM.

Respectfully Submitted,
S. Sandoval

Coversheet

Adopt Revised Polices

Section: II. Consent Items
Item: B. Adopt Revised Polices
Purpose: Vote
Submitted by:
Related Material:
FINAL Nondiscrimination Statement 06 25 24.pdf
FINAL Volunteer Visitation and Removal Policy 06 25 24.pdf
FINAL Universal Meals Program Policy 06 25 24.pdf
FINAL Professional Boundries_ Staff_Student Interaction Policy 06 25 23.pdf
FINAL Education for Homeless Children and Youth Policy 06 25 24.pdf
2024 FINAL - Harassment, Intimidation, Discrimination and Bullying Policy - Effective Aug. 1, 2024.pdf
FINAL Education for ELL Policy 06 25 24.pdf
FINAL Education for Foster Mobile Youth Policy 06 25 24.pdf
FINAL Special Education Policy 06 25 24.pdf
FINAL Student Wellness Policy 06 25 24.pdf
FINAL Classroom-Based Attendance Policy 06 25 24.pdf
FINAL Administration of Medication Policy 06 25 24.pdf
FINAL Suicide Prevention Policy 06 25 24.pdf
FINAL Section 504 Board Policy 06 25 24.pdf
FINAL Record Retention Policy 06 25 24.pdf
FINAL Educational Records and Student Information Policy 06 25 24.pdf
2024 FINAL - Title IX Policy Effective August 1 2024.pdf
FINAL Uniform Complaint Policy Procedures 06 25 24.pdf
FINAL Suspension and Expulsion Policy and Procedures_ WCC 06 25 24.pdf
FINAL Suspension and Expulsion Policy & Procedures_ MH 06 25 2r.pdf
FINAL Suspension and Expulsion Policy and Procedures_ Stockton 06 25 24.pdf
FINAL Suspension and Expulsion Policy & Procedures_ Mount Pleasant 06 25 24.pdf
FINAL Suspension and Expulsion Policy and Procedures_ FS 06 25 24.pdf

Board Policy #: (SP) 07
Adopted/Ratified: 08/05/2023
Revision Date: 06/25/2024

NONDISCRIMINATION STATEMENT

Voices College-Bound Language Academies ("Voices Academies" or the "Charter School") does not discriminate against any person on the basis of actual or perceived disability (mental or physical), gender, gender identity, gender expression, nationality, national origin, ancestry, race or ethnicity, citizenship, immigration status, creed, religious affiliation, sexual orientation, pregnancy status, childbirth, medical condition, martial status, age, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code or otherwise protected by federal, state, local law, ordinance or regulation.

The Voices Academies Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Voices Academies does not discourage students from enrolling or seeking to enroll in Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with Voices Academies' charter and relevant policies.

Voices Academies does not request nor require student records prior to a student's enrollment.

Voices Academies is committed to providing a work and educational atmosphere that is free of unlawful harassment and discrimination. Voices Academies adheres to all provisions of federal law, including but not limited to, Title IX of the Education Amendments of 1972 (sex), Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin), the Age Discrimination Act of 1975, the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), and Section 504 of the Rehabilitation Act of 1973.

Voices Academies adheres to the requirements of Title II of the Americans with Disabilities Act of 1990 ("ADA"), as amended by the ADA Amendments Act 2008, and its implementing regulations at 28 C.F.R. 35.101-190, which prohibits discrimination on the basis of mental or

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physical disability in any program, activity, or employment opportunity offered by Voices Academies.

Voices Academies does not condone or tolerate harassment of any type, including but not limited to unlawful discrimination, intimidation, or bullying, including cyber sexual bullying or sexual harassment, by any employee; independent contractor or other person with whom the Charter School does business; student; volunteer; or community member regardless of position or gender. Voices Academies will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Chief Executive Director
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609

The lack of English language skills will not be a barrier to admission or participation in Voices Academies' programs or activities. Voices Academies prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

The Charter School's Nondiscrimination Statement relevant to employees is located within Voices Academies' Employee Handbook and can be located at the network office.

Board Policy #: (SSP) 01
Adopted/Ratified: 06/09/2017
Revision Date: 06/25/2024

Volunteer, Visitation, and Removal Policy

Voices College-Bound Language Academies ("Voices" or "Charter School") encourages parents/guardians and interested members of the community to visit Voices' schools and its educational program. The Voices Board of Directors ("Board") has established the following procedures which facilitate visitation and volunteering during regular school days in order to ensure minimum interruption of the instructional program.

Definitions

- A "*visitor*" is defined as any person seeking to enter the school building who is not an employee or a current student at the Charter School. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.

- A "*volunteer*" is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance and (3) Megan's Law clearance prior to volunteering without the direct supervision of a credentialed employee.

2. A volunteer shall also have on file with Voices a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Voices Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with students.

3. Volunteering must be arranged with the classroom teacher and Principal or designee, at least three (3) days in advance.

4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide, the volunteer may leave their volunteer position for that day.

5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.

6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.

7. Volunteerism by parents is encouraged but not mandatory.

Conditions for Campus/Classroom Visitation

Voices endeavors to create a safe environment for students and staff. Accordingly, visits during regular school days must be conducted in the manner set forth below:

1. Visits during school hours should first be arranged with the Principal or designee, preferably at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Visitors seeking to visit a classroom during school hours must first obtain the written approval of the Principal or designee.

2. All visitors (including volunteers) shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide their name, address, occupation, purpose for entering school grounds, and proof of identity if requested.

3. For purposes of school safety and security, the Principal or designee may provide a visible means of identification for visitors while on school premises.

4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. Voices reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

5. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Voices shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Voices, consistent with the law. The Voices Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

6. Except for unusual circumstances, approved by the Principal, Voices visits should not exceed approximately one-hundred and twenty (120) minutes in length and may not occur more than twice per semester.

7. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.

8. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Logbook in the main office.

Limitations of Volunteering or Visitation

1. The Principal or designee may seek the assistance of the police in managing or reporting any visitor or volunteer in violation of this Policy.

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1. The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

2. The Principal may direct a visitor or volunteer without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities. Any visitor who is directed to leave by the Principal or designee will not be permitted to return to the Charter School campus for at least seven (7) calendar days.

3. The Principal or designee may withdraw consent to be on campus for up to fourteen (14) calendar days even if the visitor or volunteer has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Voices' orderly operation. Consent shall be reinstated whenever the Principal has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The Principal shall grant such a hearing not later than seven (7) calendar days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

4. The Principal or designee may request that a visitor or volunteer who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor or volunteer is directed to leave, the Principal or designee shall inform the visitor or volunteer that if the visitor or volunteer reenters the school without following the posted requirements the visitor or volunteer will be guilty of a misdemeanor.

5. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor/volunteer in violation of this policy.

6. This Policy does not authorize Voices to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Posting of Notice

At each entrance to Voices school grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and

what route to take to that office, and setting forth the penalties for violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, the visitor will be guilty of a misdemeanor, which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.

2. Under California Education Code section 44811, any visitor whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.

3. Disruptive conduct may lead to Voices' pursuit of a restraining order against a visitor, which would prohibit the visitor, which if granted, from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

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UNIVERSAL MEALS PROGRAM POLICY

Voices College-Bound Language Academies ("Voices Academies" or the "Charter School") Governing Board (the "Board") recognizes that adequate nutrition is essential to the development, health, and learning of all students. The Principal or designee shall facilitate and encourage the participation of students from low-income families in the Charter School's food service program.

Definitions

"Schoolday" means any day that pupils in kindergarten or any of grades 1 to 12, inclusive, are present at a schoolsite or school facility for purposes of instruction or educational activities, as defined in Section 49010, including, but not limited to, pupil attendance at minimum days, state-funded preschool, transitional kindergarten, summer school including incoming kindergarten pupils, extended school year days, school-sponsored field trips, independent study when a pupil is onsite during the schoolday, and Saturday school sessions.

"Nutritionally adequate breakfast" is one that qualifies for reimbursement under the most current meal pattern for the federal School Breakfast Program ("SBP"), as defined in Section 220.8 of Title 7 of the Code of Federal Regulations.

"Nutritionally adequate lunch" is one that qualifies for reimbursement under the most current meal pattern for the federal National School Lunch Program ("NSLP"), as defined in Section 210.10 of Title 7 of the Code of Federal Regulations.

Universal Free Meals

Commencing with the 2022-23 school year, each Voices Academies school site shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal per and one (1) free lunch each school day. This shall apply to all students in kindergarten through grade twelve (12).

Applications and Notification

If the Charter School participates in the NSLP and/or federal SBP, the Charter School will continue to collect meal application forms aligned with federal regulations. However,

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regardless of eligibility for federally reimbursable free or reduced-price meals, ALL students who request meals will receive meals free of charge, consistent with this Policy and Education Code Section 49501.5. The Principal or designee shall ensure that the application form for the universal meals program and related materials include the following statements:

1. Applications for school meals may be submitted at any time during a schoolday.

2. Regardless of federal eligibility for free or reduced-price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.

Children participating in the federal NSLP and/or SBP will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means. The application packet shall include the following notifications and information using simple and culturally appropriate language:

1. A notification that the child may qualify for free or reduced-cost health coverage.

2. A request for the applicant's consent for the child to participate in the Medi-Cal program, if eligible, and to have the information on the school lunch application shared with the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program.

3. A notification that the Charter School will not forward the school lunch application to the entity designated by the State Department of Health Care Services to make an accelerated determination and the local agency that determines eligibility under the Medi-Cal program, without the consent of the child's parent or guardian.

4. A notification that the school lunch application is confidential and, with the exception of forwarding the information for use in health program enrollment upon

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the consent of the child's parent or guardian, the Charter School will not share the information with any other governmental agency, including the federal Department of Homeland Security and the Social Security Administration.

5. A notification that the school lunch application information will only be used by the entity designated by the State Department of Health Care Services to make an accelerated determination and the state and local agencies that administer the Medi-Cal program for purposes directly related to the administration of the Medi-Cal program and will not be shared with other governmental agencies, including the federal Department of Homeland Security and the Social Security Administration for any purpose other than the administration of the Medi-Cal program.

6. Information regarding the Medi-Cal program, including available services, program requirements, rights and responsibilities, and privacy and confidentiality requirements.

If Voices Academies elects to post its school meal application online, it will include the following:

1. Include a link to the Internet Web site on which translated applications are posted by the United States Department of Agriculture, with instructions in that language that inform the applicant how to submit the application.

2. Require completion of only those questions necessary for determining eligibility.

3. Include a clear statement that regardless of federal eligibility for free or reduced-price meals pursuant to NSLP and/or SBP, ALL students who request a meal will receive meals free of charge.

3. Include clear instructions for families that are homeless or migrant.

4. Comply with the privacy rights and disclosure protections established by Public Laws 113-79 and 105-277.

5. Include links to all of the following:

(i) The online application to CalFresh.

(ii) The online single state application for health care.

(iii) The Internet Web page maintained by the State Department of Public Health entitled "About WIC and How to Apply," or another Internet Web page identified by the State Department of Public Health that connects families to the Special Supplemental Nutrition Program for Women, Infants and Children.

(iv) The Internet Web site of a summer lunch program authorized to participate within the city or school district.

Voices Academies shall ensure that a pupil is not denied an available reimbursable meal of the pupil's choice and is not shamed or treated differently from other pupils due to the pupil's eligibility for a federally reimbursable free or reduced-price meals. This paragraph does not prohibit Voices Academies from serving an alternative reimbursable meal to a pupil who may need one for dietary or religious reasons, or as a regular menu item.

If Voices Academies is required to provide to the California Department of Education or to the United States Department of Agriculture a copy of the meal charge policy required pursuant to memorandum SP 46-2016 issued by the United States Department of Agriculture, Voices Academies shall make that policy public.

Voices Academies] personnel and volunteers who serves nutritionally adequate meals to pupils during the instructional day shall not allow any disciplinary action that is taken against a pupil to result in the denial or delay of a nutritionally adequate breakfast or a nutritionally adequate lunch, as defined in Section 49553, to that pupil.

Voices Academies shall not take any action directed at a pupil to collect school meal fees.

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Direct Certification

Although every family should submit an application for school meals, in certain circumstances, Voices Academies may be able to determine student eligibility without further application. Voices Academies shall directly certify as eligible the following students:

1. Any child who is a member of a household receiving assistance under the supplemental nutrition assistance program as eligible for free lunches and/or free breakfasts under the Child Nutrition Act of 1966.

2. Any child who is a member of a household that receives CalWORKs (also known as Temporary Assistance for Needy Families or "TANF") or CalFresh aid.

3. Any child who is a member of a household that receives the assistance of a Food Distribution program on Indian Reservations.

4. Any child identified as a foster, migrant, homeless or runaway youth, as defined by the California Education Code.

This Policy prohibits the Charter School from disciplining a student which would result in the denial or delay of a nutritionally adequate meal to that student.

Confidentiality/Release of Records

All applications and records related to the universal school meals program shall be confidential and may not be released except as provided by law and authorized by the Board or pursuant to a court order.

The Board authorizes designated employees to use individual records pertaining to the universal meals program for the following purposes:

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1. Disaggregation of academic achievement data

2. Identification of students eligible for alternative supports in any school identified as a Title 1 program improvement school

If a student transfers from the Charter School to another charter school, district, county office of education program, or private school, the Principal or designee may share the student's meal eligibility information to the other educational agency to assist in the continuation of the student's meal benefits.

The Principal or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to another charter school, school district, or county office of education that is serving a student living in the same household as an enrolled student for purposes related to program eligibility and data used in local control funding formula calculations.

The Principal or designee may release the name and eligibility status of a student participating in the free or reduced-price meal program to the Superintendent of Public Instruction for purposes of determining funding allocations under the local control funding formula and for assessing accountability of that funding.

The Principal or designee may release information on the school lunch program application to the local agency that determines eligibility for participation in the Medi-Cal program if the student has been approved for free meals and if the applicant consents to the sharing of this information.
The Principal or designee may also release information on the school lunch application to the local agency that determines eligibility for CalFresh or to an agency that determines eligibility for nutrition assistance programs if the student has been approved for free or reduced-price meals and if the applicant consents to the sharing of this information.

This information released shall adhere to the following requirements:

1. Individual indicators of participation in a free or reduced-price meal program shall not be maintained in the permanent record of any student, unless otherwise authorized by law.

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2. The public release of information regarding individual student participation in a free or reduced-price meal program is not permitted.

3. All other confidentiality requirements imposed by law or regulation are met.

Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:

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(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

Charter School is an equal opportunity provider.

Board Policy #: (SP) 13
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Professional Boundaries: Staff/Student Interaction Policy

Voices College-Bound Language Academies ("Voices" or "Charter School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;

2. Preventing a pupil from committing an act of vandalism;

3. Defending yourself from physical injury or assault by a student;

4. Forcing a pupil to give up a weapon or dangerous object;

5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;

6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;

2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

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Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)
These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behaviors intended to be addressed by this policy.

(a) Giving gifts to an individual student that are of a personal and intimate nature.

(b) Kissing of any kind.

(c) Any type of unnecessary physical contact with a student in a private situation.

(d) Intentionally being alone with a student away from the school.

(e) Making or participating in sexually inappropriate comments.

(f) Sexual jokes.

(g) Seeking emotional involvement with a student for your benefit.

(h) Listening to or telling stories that are sexually oriented.

(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.

(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.

(b) Being alone in a room with a student at school with the door closed.

(c) Allowing students in your home.

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Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.

(b) Excessive attention toward a particular student.

(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.

(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.

(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).

(d) Keeping the door open when alone with a student.

(e) Keeping reasonable space between you and your students.

(f) Stopping and correcting students if they cross your own personal boundaries.

(g) Keeping parents informed when a significant issue develops about a student.

(h) Keeping after-class discussions with a student professional and brief.

(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.

(j) Involving your supervisor if conflict arises with the student.

(k) Informing the Principal about situations that have the potential to become more severe.

(l) Making detailed notes about an incident that could evolve into a more serious situation later.

(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.

(n) Asking another staff member to be present if you will be alone with any type of special needs student.

(o) Asking another staff member to be present when you must be alone with a student after regular school hours.

(p) Giving students praise and recognition without touching them.

(q) Pats on the back, high fives and handshakes are acceptable.

(r) Keeping your professional conduct a high priority.

(s) Asking yourself if your actions are worth your job and career.

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Board Policy #: (IP) 02
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EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

The Voices College-Bound Language Academies ("Voices" or "Charter School") or the "Charter School") Board of Directors desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

The term "*homeless children and youth*" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;

3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

The Principal designates the following staff person as the Charter School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Chief Culture Officer of In Lak'Ech
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609

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The Charter School Liaison shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2. Homeless students enroll in and have a full and equal opportunity to succeed at Voices.

3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Voices, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Voices charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

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The California Department of Education ("CDE") publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Enrollment

The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Voices shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Voices shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Voices charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Principal or designee shall refer the parent/guardian to the Charter School Liaison. The Charter School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

- For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder ("ERH"),

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Indian custodian[1] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), pending final resolution of the dispute, including all available appeals. The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the Charter School Liaison. The Charter School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

Housing Questionnaire

Voices shall administer a housing questionnaire for purposes of identifying homeless children and youth. Voices shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Voices shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Voices. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at Voices and shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Voices shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Voices such as (42 U.S.C. § 11432(g)(4)):

- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Charter School nutrition programs

Transportation

[1] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code.*

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In the event that Voices provides transportation services to all Voices students, Voices shall provide comparable transportation services to each homeless child or youth attending Voices, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Voices does not otherwise provide transportation services to all Voices students, Voices shall ensure that transportation is provided for homeless students to and from Voices, at the request of the parent or guardian (or Charter School Liaison), if Voices is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Voices will be adequate and appropriate for the student's situation, but Voices does not commit to any one method of transportation for all youth.

Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Professional Development

All administrators, teachers and employees of [SCHOOL ABBREVIATION], including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will verify that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually through the CDE's verification system. (Education Code Section 48852.5(c)(2).)

The Charter School Liaison shall offer training to Voices certificated and classified employees providing services to students experiencing homelessness, including, but not limited to, teachers, support staff, and other school staff who work with pupils, at least annually relating to:

(1) Voices' homeless education program policies; and
(2) Recognition of signs that pupils are experiencing, or are at risk of experiencing, homelessness.

The Charter School Liaison shall inform such employees of the availability of training and the services the Charter School Liaison provides to aid in the identification and provision of services to students who are experiencing, or are at risk of experiencing, homelessness.

Acceptance of Course Work

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The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the parent/guardian at the time of enrollment and at least annually while the student is enrolled at the Charter School.

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school. Voices' review of its homeless education program policies shall use resources developed by the CDE and posted on the CDE's internet website and resources developed by homeless education technical assistance centers established using funding from the American Rescue Plan Act of 2021.

School Website Posting

Voices shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the Liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

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Complaints of Noncompliance

A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

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HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Voices College-Bound Language Academies ("Voices") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Voices will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Voices school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom Voices does business, and all acts of Voices' Board of Directors ("Board") in enacting policies and procedures that govern Voices.[1]

Voices complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Voices.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

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  - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
  - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

Voices has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

Voices advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

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Voices informs its employees, students, and parents/guardians of Voices' policies regarding the use of technology in and out of the classroom. Voices encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education
Voices employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Voices advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Voices and encourages students to practice compassion and respect each other.

Voices educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Voices' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Voices informs Voices employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development
Voices annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Voices employees who have regular interaction with students.

Voices informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Voices also informs certificated employees about the groups of students determined by Voices and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

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- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

Voices encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Voices' students.

Complaint Procedures

Scope of the Complaint Procedures

Voices will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the Voices UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

Voices will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of Voices' Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of Voices' Title IX Policy and UCP is available in the main office.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal or, if the complaint is about the Principal, the Director of Human Resources or, if the complaint is about the Chief Executive Officer, with the Secretary of the Board.

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Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and Voices will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Voices acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by Voices on a case-by-case basis.

Voices prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response
Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Director of Human Resources will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Voices or termination of employment.

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Right of Appeal

Should a complainant find Voices' resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of Voices' decision or resolution, submit a written appeal to the Chair of the Voices Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

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VOICES COLLEG-BOUND LANGUAGE ACADEMIES

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Voices to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

To be completed by Voices:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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EDUCATION FOR ENGLISH LANGUAGE LEARNER POLICY

The Board of Directors ("Board") of the Voices College-Bound Language Academies ("Voices" or the "Charter School") complies with all applicable state and federal laws and regulations regarding the education of students whose primary language is one other than English, referred to as "English Learners." Voices adopts this Policy to ensure high-quality language instruction and access to education for all students identified as an English Learner as defined below.

Definitions

"English learner" ("EL") means an individual aged 3 through 21 who is currently enrolled or preparing to enroll in an elementary or secondary school whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the challenging State academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. This includes an individual who was not born in the United States or whose native language is a language other than English; an individual who is a Native American or Alaska Native, or a native resident of the outlying areas and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or an individual who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.

"Designated English Language Development" means instruction during a time set aside in the regular school day for focused instruction on the state-adopted English language development ("ELD") standards to assist English Learners to develop critical English language skills necessary for academic content learning in English.

"Integrated English Language Development" means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English.

Identification and Assessment

At or before the time of a student's initial California enrollment, the Charter School shall conduct, in writing, a home language survey to identify whether the primary or native language of the student is a language other than English. If a parent/guardian's response indicates a primary or native language other than English, and the Charter School determines the student is eligible for initial assessment, the Charter School shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California ("ELPAC") initial assessment.

Within thirty(30) calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the ELPAC.

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Within ninety (90) days of initial enrollment, students identified as having limited English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing when assessment is available. The Principal or designee shall develop criteria for determining student needs on the basis of these assessments. Before students are enrolled in a program for English language learners, parents/guardians shall receive information about the program and their opportunities for parental involvement. This notice shall:

(1) Contain a simple, nontechnical description of the purposes, method, and content of the program in which their child will be enrolled;

(2) Inform the parent(s) or guardian(s) that they have the right and are encouraged to visit such classes in which their child will be enrolled and to come to the school for a conference to explain the nature and objectives of such education;

(3) Further inform the parent(s) or guardian(s) that they have the right, if they so wish, not to have their child enrolled in such an education program; and

(4) Inform the parent(s) or guardian(s) that they have the opportunity to participate in the advisory committee.

No later than thirty (30) calendar days after the beginning of the school year, each parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title III funds shall receive notification of the assessment of their child's English proficiency. The notice shall include all of the following:

(1) The reason for the student's classification as English language learner and in need of placement in a language instruction educational program.

(2) The level of English proficiency, how such level was assessed, and the status of the child's academic achievement.

(3) A description of the program for English language development instruction, including a description of all the following:

(A) The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction.

(B) The manner in which the program will meet the educational strengths and needs of the student.

(C) The manner in which the program will help the student develop their English proficiency and meet age-appropriate academic standards and promotion.

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(D) The specific exit requirements for the program, the expected rate of transition from the program into general education classrooms not tailored for ELs, and the expected rate of graduation from secondary school for schools utilizing English Learner programs.

(4) Where the student has been identified for special education, how the program meets the objectives of the individualized education program of the child. Information regarding a parent/guardian's option to decline to allow the student to become enrolled in the program upon request or to decline to allow the student to become enrolled in an alternative program.

Parents/guardians also shall be notified of the results of any reassessment.

To oversee test administration, the Executive Director or designee shall annually designate a Charter School ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR §§ 11518.40-11518.45.

Students with Disabilities

For those students who have not been identified as ELs prior to the beginning of the school year, but are identified as ELs during such school year, the Charter School shall notify the parents within the first two (2) weeks of the student's placement in a language instruction educational program. Notice to parents shall meet requirements specified above.

Any student with a disability shall take the ELPAC with those accommodations for testing that the students has regularly used during instruction and classroom assessment as delineated in the student's Individualized Education Program ("IEP") or Section 504 plan that are appropriate and necessary to address the student's individual needs.

When a student's IEP team determines that the student has a significant cognitive disability such that the student is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the student shall be assessed using the Alternate ELPAC, as specified in the student's IEP.

When a student's IEP or Section 504 plan specifies that the student has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the student shall be assessed in the remaining domains in which it is possible to assess the student.

Additional Assessments

Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.

In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered

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with testing variations in accordance with 5 CCR §§ 854.1-854.3). English learners who are in their first twelve (12) months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law.

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

Instruction

Voices intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the Charter School's regular course of study.

Voices shall identify in its Local Control and Accountability Plan ("LCAP") goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The Principal or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Principal or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.

Enhanced instruction must be provided, which may include:

- Identification, development, and acquisition of curricular materials, educational software, and technologies; Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; or
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children.

The Charter School must ensure that English Learner students in middle school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following:

a) Enrollment in the standard instructional program, which, at a minimum, consists of:
    i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science), and,
    ii. Courses required for middle school grade promotion.

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b) Enrollment in a full course load of courses that are part of the standard instructional program, and

However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than twelve (12) months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.

The Charter School must monitor student academic progress and provide additional and appropriate educational services to EL students in grades TK–8 for the purposes of overcoming language barriers in each subject matter. Action to overcome content academic barriers must be taken before the deficits become irreparable.

Staff Qualifications and Training

The Credential Analyst or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

Voices shall provide high-quality effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. All professional development shall be based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom.

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development and assist parents and families in helping their children to improve their academic achievement and become active participants in their children's education, the Principal or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Language Acquisition Programs

Voices shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards.

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At a minimum, the Charter School shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English.

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

The language acquisition programs offered by the Charter School may include, but are not limited to, the following:

1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

In establishing the Charter School's language acquisition programs, the Principal or designee shall consult with parents/guardians and the community during the LCAP development process. The Principal or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the Charter School, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program.

Reclassification/Redesignation

Voices shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have:

(1) Demonstrated English language proficiency comparable to that of the Charter School's average native English language speakers; and

(2) Recouped any academic deficits which may have incurred in other areas of the core curriculum as a result of language barriers.

English language learners shall be redesignated as fluent-English-proficient ("RFEP") when they are able to comprehend, speak, read and write well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

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The following measures shall be considered to determine whether an English language learner shall be reclassified as fluent English proficient:

(1) Assessment of English language proficiency utilizing the ELPAC as the primary criterion, and objective assessment of the student's English reading, writing, listening and speaking skills. Examples of assessment data include, but are not limited to:

    (a) Basic performance on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts

    (b) Objective data on the student's overall academic performance in English

(2) Recommendations of the student's classroom teacher and any certificated staff with direct responsibility for teaching or placement decisions

(3) Parent/guardian participation and consultation.

Parents/guardians shall receive notice and a description of the redesignation process, including notice of their right to participate in the process. Parent/guardian participation in the process shall be encouraged.

The Principal or designee shall provide subsequent monitoring and support for redesignated students, including but not limited to monitoring for three years the performance of redesignated students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of redesignation, and ensuring correct classification and placement.

The Director of Special Populations or designee shall develop a process to monitor the effectiveness of the Charter School's program for English language and academic success for each English language learner.

Documentation and Translation of Documents

Voices will maintain documentation of all assessments and evaluations, as well as all decisions and participants in those decisions in the student's permanent record.

Voices will translate certain records for those parents or guardians who speak a language group other than English representing 15 percent or more of the pupils enrolled in Voices, as determined from the CALPADS data for the preceding year. Specifically, Voices will provide all notices, reports, statements, or records sent to such parents or guardians in the primary language, in addition to being written in English, and parents or guardians may respond to Voices either in English or the primary language.

Inclusion in the Local Control Accountability Plan

Voices shall identify in its local control and accountability plan ("LCAP") goals to improve student outcomes, identified through the needs assessment, including those which address academic and language proficiency needs of EL students. The LCAP must include evidence-based strategies, specific actions or services to reach those goals.

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Program Evaluation

To evaluate the effectiveness of the Voices' educational program for English learners, the Executive Director or designee shall report to the Board, at least annually regarding:

1. A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;

2. The number and percentage of EL students making progress toward attaining English language proficiency, including EL students with a disability;

3. Progress of English learners towards proficiency in English based on the SBE-approved ELPAC overall score of 4;
4. The number and percentage of English learners reclassified each year;

5. The number and percentage of English learners reclassified as fluent English proficient that are meeting state grade-level content standards during each of the four years after reclassification, including EL students with a disability;

6. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1

7. The achievement of English learners on standards-based tests in core curricular areas

8. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR § 11309

9. Progress toward any other goals for English learners identified in the Charter School's LCAP

10. A comparison of current data with data from at least the previous year in regard to items #1-9 above

11. A comparison of data between the different language acquisition programs offered by the Charter School

Develop the next steps for program improvement based upon an analysis of the findings from items #1-11 above. The Executive Director or designee also shall provide the Board with regular reports from any Charter School or schoolwide English learner advisory committees. The Executive Director or designee also shall provide the Board with regular reports from any Charter School or schoolwide English learner advisory committees.

Outreach

The Executive Director or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Executive Director or

designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.

The Charter School shall implement an effective means of outreach to parents of ELs to inform the parents regarding how the parents can be involved in the education of their children and be active participants in assisting their children with the following:

- Attaining English proficiency;
- Achieving at high levels within a well-rounded education; and
- Meeting the challenging state academic standards expected of all students.

Implementing an effective means of outreach to parents shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from EL parents.

Advisory Committees

If Voices enrolls more than twenty (20) English language learners, parents/guardians advisory committees shall be maintained to serve the advisory functions specified by law.

Parents/guardians of English language learners shall constitute committee membership in at least the same percentage that their children represent of the total number of students in the school.

Voices English language advisory committee shall annually advise the Board on at least the following tasks:

(1) The development of a Charter School' description of program goals, objectives and services for English learners, taking into consideration the school site needs for English learners;

(2) The Charter School needs assessments;

(3) Administration of the annual language census;

(4) Review of and comment on the Charter School's reclassification procedures; and

(5) Review of and comments on the written notification required to be sent to parents/guardians.

In order to assist advisory members in carrying out their responsibilities, the Principal or designee shall ensure that the committee members receive appropriate training and materials.

Annual Notice

The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the Charter School. The annual

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notice must be distributed as required by *EC* sections 48980 and 48981. Parents of all students enrolling after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following:

a. A description of any language acquisition programs provided, including Structured English Immersion;

b. Identification of any language to be taught in addition to English, when the program model includes instruction in another language;

c. The information set forth in section 5 *CCR* Section 11309[c]:

    i. Be designed using evidence-based research and include both Designated and Integrated ELD;

    ii. Be allocated sufficient resources by the Charter School to be effectively implemented, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent and community engagement to support the proposed program goals; and

    iii. Within a reasonable period of time, lead to:

        1. Grade-level proficiency in English, and, when the program model includes instruction in another language, proficiency in that other language; and

        2. Achievement of the state-adopted academic content standards in English, and, when the program model includes instruction in another language, achievement of the state-adopted academic content standards in that other language.

d. The process to request establishment of a language acquisition program.

If the Charter School offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

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EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

Introduction

The Board of Directors of Voices College-Bound Language Academy ("Voices" or the "Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- *"Foster youth"* means any of the following:

    1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
    2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
    3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        c. The nonminor is participating in a transitional independent living case plan.
    5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
    6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

- *"Child of a military family"* refers to a student who resides in the household of an active

[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

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duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- "Newcomer pupil" is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the pupil did not complete the entire course.

Within this Policy, foster\ youth, former juvenile court school students, a child of a military

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family, a currently migratory child, and a newcomer pupil will be referred to collectively as "Foster and Mobile Youth."

Foster and Mobile Youth Liaison

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:
Director of Special Populations
(408) 791-1609

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster youth.

2. Ensure proper transfer of credits, records, and grades when foster youth transfer to or from the Charter School.

3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.

4. When required by law, notify the foster youth's ERH, attorney, county social worker, and the appropriate representative of the county child welfare agency and an Indian child's ERH, tribal social worker and if applicable, county social worker of the student's expulsion or involuntary removal, and at least ten (10) calendar days preceding the date of the following:

    a. An expulsion hearing for a discretionary act under the Charter School's charter.

    b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

    c. A manifestation determination meeting prior to a change in the foster youth's

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placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster youth's ERH, attorney, county social worker, an Indian child's ERH, tribal social worker and if applicable, county social worker, and the agency representative will be invited to participate.

5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.

6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.

7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, Dean of Culture, Business Mangers, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.

8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.

9. Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to WIC sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their ERH to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

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Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking reenrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).
At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

a. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.

b. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school[2], a juvenile court school, a charter school, a school

[2] For purposes of coursework completed by a student who is a child of a military family, "public school" includes

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in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed. The credits accepted pursuant to this paragraph shall be applied for enrollment purposes to the same or equivalent course, if applicable, as the coursework completed in the prior public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school. For purposes of the official transcript, the credits accepted pursuant to this paragraph shall be added to the credits earned from the same or equivalent course for purposes of calculating the total credits earned for the course but shall separately identify the school and local educational agency in which the credits were earned.

If a Foster and Mobile Youth transfers in or out of Charter School, Charter School shall issue the full and partial credits on an official transcript for the pupil and shall ensure the transcript includes all of the following:

a. All full and partial credits and grades earned based on any measure of full or partial coursework being satisfactorily completed, including a determination of the days of enrollment or seat time, or both, if applicable, at a school of that local educational agency or a prior local educational agency, or any other public school, juvenile court school, charter school, school in a country other than the United States, or nonpublic, nonsectarian school.

b. The credits and grades for each school and local educational agency listed separately so it is clear where they were earned.
c. A complete record of the pupil's seat time, including both period attendance and days of enrollment.

If Charter School has knowledge that the transcript from the transferring local educational agency may not include certain credits or grades for the pupil, it shall contact the prior local educational agency within two business days to request that the prior local educational agency issue full or partial credits pursuant to this paragraph. The prior local educational agency shall issue appropriate credits and provide all academic and other records to Charter School within two business days of the request.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student's ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

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schools operated by the United States Department of Defense.

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Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.
In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available at the school office.

Reporting Requirements

Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this Policy, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

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SPECIAL EDUCATION POLICY

Voices Academies College Bound Academy Board of Directors ("Voices Academies" or "Charter School") recognizes the need to identify, evaluate, and serve students with disabilities in order to provide them with a free appropriate public education ("FAPE") in the least restrictive environment. Accordingly, this Policy has been adopted consistent with Education Code Section 56195.8.

As a Local Education Agency ("LEA") member of the Sonoma County Special Education Local Plan Area ("SELPA"), Voices Academies shall Charter School shall follow applicable state and federal law and regulations and assure that a FAPE is provided for all children with disabilities attending Voices Academies in accordance with Education Code § 56000 et seq., the IDEA, and the SELPA policies and procedures and Local Plan. A full continuum of special education programs and related services shall be provided by Voices Academies as required by an eligible student's Individualized Education Program ("IEP"). All services required under these policies and procedures shall be provided by Voices Academies and/or through the use of third-party appropriately credentialed and licensed contractors.

Voices Academies shall provide all special education instruction and related services as required by law and each student's IEP. Voices Academies obligations shall include but not be limited to the following:

- Child find within Voices Academies programs;
- Offering a full continuum of services for all students enrolled in Voices Academies;
- Evaluations: Initial, triennial, re-evaluations as needed if conditions warrant, upon parent or teacher request;
- IEP development, review and implementation;
- Provision of special education instruction and related services as delineated on students' IEPs;
- Special education transportation as indicated on IEPs;
- Due process/compliance proceedings, and related attorney fees;
- Nonpublic school/agency placements;
- Submission of all required reporting, filings, etc. to fully comply with applicable the SELPA, state, and federal requirements;
- Ensuring special education services are provided to all students enrolled at Voices Academies regardless of their district or county of residence and regardless of the entity that granted the charter;

- Voices Academies will utilize appropriately credentialed and/or licensed special education providers in accordance with their assignment. Voices Academies shall provide necessary staff as required to meet federal and state mandates. Regular in-services shall be provided to Voices Academies staff on all aspects of special education compliance with special emphasis on child find, IEP implementation, and record keeping.

Interim Special Education Placement

When a student with an active IEP transfers to the Charter School, the student is provided an interim special education placement providing all the services outlined in the student's IEP. A new IEP shall be written on the corresponding SELPA forms within thirty (30) calendar days.

Child Find

Voices Academies shall annually notify each parent/guardian about Child Find policies and provide processes to follow if the parent/guardian believes their student is entitled to receive special education and related services; are interested in having their child assessed to determine their eligibility to receive special education and related services; or are entitled to receive accommodations under Section 504 of the Rehabilitation Act.

Referral for Special Education Assessment

The referral process shall generally include an initial referral to the Student Success Team ("SST"), a general education team, made up of Voices Academies' teachers, parents, the Principal or designee and a school psychologist, if available, that helps develop modifications for a student having difficulty. If sufficient strategies are implemented following the initial SST process, and improvement is not noted, the student is offered a full evaluation for special education and related services to assess all areas of suspected need.

A formal request from a parent/guardian to assess a child for special education supersedes the SST level, and an Assessment Plan shall be generated within fifteen (15) calendar days following the receipt of a written request delivered to the Principal of the student's school site.

Initial Evaluation

When students require an initial evaluation to determine if they meet eligibility requirements to receive special education, the Principal or designee shall:

- generate a referral for special education;
- monitor all legal timelines;
- develop an assessment plan (offering testing in all areas of suspected area of disability, including the use of a "Response to Intervention" strategy to identify specific learning disabilities;

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- coordinate qualified personnel to provide the required testing;
- distribute written assessment reports to the parent prior to the IEP meeting;
- generate IEP meeting notices; and
- distribute copies of the IEP to appropriate personnel.

The SELPA will be provided duplicate copies of all IEPs for purposes of conducting state required Coordinated Compliance Reviews. Voices Academies agrees to adhere to all the SELPA policies and procedures with regard to collecting and submitting CASEMIS data.

Triennial Evaluation

At least once every three (3) years, a student is reassessed to determine their continued eligibility to receive special education and related services.

Procedural Safeguards

Parents/guardians shall receive written notice of their rights in accordance with state and federal law and regulation, and SELPA policy.

Please see the Director of Special Populations for a copy of your procedural safeguards.

Section 504

Following any initial or triennial assessment, if a student has a documented learning or related disability but does not meet any applicable eligibility requirements for special education services under the IDEA or the Education Code, a 504 Team may be convened to consider whether the child qualifies for accommodations and/or services under Section 504 of the Rehabilitation Act. A database is maintained and updated regularly to ensure all initial, annual, and triennial reviews are held within mandated timelines.

Voices Academies shall assume full and sole responsibility for compliance with Section 504 of the Rehabilitation Act, pursuant to the Voices Academies' "Section 504 Policies, Procedures, and Parent Rights Regarding Identification, Evaluation, and Education."

IEP Team Meeting

Voices Academies shall convene IEP team meetings with the legally required composition within all legally applicable timelines, in accordance with state and federal law and regulations and SELPA policy.
The IEP team is composed of the parent/guardian (and/or their requested representative[s]), at least one general education teacher, at least one special education teacher of the student, the Principal or designee, and, whenever appropriate, the student. At the discretion of the parent,

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guardian, or the Charter School, a representative from the SELPA, or other individuals who have special knowledge or expertise regarding the student may be invited to participate on the IEP team.

The Principal or designee shall facilitate IEP meetings, and ensure parents understand their Procedural Safeguards and Due Process rights. Based upon areas of need, goals and objectives and frequency/duration of services are designed to maximize educational benefit for the student. Annual goals and short-term objectives are developed based upon California Grade Level Standards and Frameworks. Progress is periodically monitored, and written documentation of progress toward meeting annual goals is provided to parents as frequently as their general education counterparts (at each semester).

Voices Academies shall also review, at the request of a student's general or special education teacher, the assignment of an individual with exceptional needs to their class and a mandatory meeting of the IEP team shall be convened if the review indicates a change to the student's placement, instruction, related services, or any combination thereof may be required. The Director of Special Populations or designee shall be responsible for completing the review within fifteen (15) school days of the teacher's request.

Nonpublic, Nonsectarian Services

Voices Academies may contract with state-certified nonpublic, nonsectarian schools or agencies to provide special education services or facilities when an appropriate public education program at Voices Academies is not available in accordance with Education Code section 56366 and Section 3062 of Title 5 of the California Code of Regulations. When entering into agreements with nonpublic, nonsectarian schools ("NPSs") or agencies ("NPAs"), Voices Academies shall consider the needs of the individual student and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of students placed in nonpublic, nonsectarian programs towards the goals identified in each student's IEP.

In accordance with Education Code section 56366.1, when entering into a Master Contract with an NPS where Voices Academies has not previously placed a student, the Charter School shall conduct an onsite visit to the NPS at the time of placement. Voices Academies shall also conduct at least one onsite monitoring visit to the NPA during each school year in which the Charter School has a student attending pursuant to a Master Contract. The monitoring visit shall include the following:

- A review of services provided to the student through the individual service agreement between Voices Academies and the NPS;
- A review of progress the student is making toward the student's IEP goals;
- A review of progress the student is making toward the goals set forth in the student's behavior intervention plan;

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- If applicable, an observation of the student during instruction;
- A walkthrough of the facility; and
- Any other reviews and/or observations deemed necessary by Voices Academies.

In accordance with Education Code section 56366.45, the Charter School shall, within fourteen (14) days of becoming aware of any change to the certification status of an NPS or NPA as a state-certified school or agency, inform parents/guardians of pupils who attend the NPS or receive services from the NPA, of the change in certification status. The notice to parents/guardians shall be sent via email or regular mail and include a copy of the procedural safeguards. The Charter School shall maintain a record of the notice and shall make this notice available for inspection upon request of the California Department of Education.

Voices Academies shall follow state and federal law and regulations and SELPA policy when contracting with nonpublic, nonsectarian schools or agencies.

Resource Specialist Program

Voices Academies shall employ or contract with certificated resource specialists to provide services for students with disabilities which shall include, but not be limited to:

1. Providing instruction and services to students whose needs have been identified in an IEP developed by the IEP team and who are assigned to regular classroom teachers for a majority of the school day. Students shall not be enrolled in a resource specialist program for the majority of the school day without approval of the IEP team.

2. Providing information and assistance to students with disabilities and their parents/guardians.

3. Providing consultation, resource information, and material regarding students with disabilities to their parents/guardians and regular education staff members.

4. Coordinating special education services with the regular school programs for each student with disabilities enrolled in the resource specialist program.

5. Monitoring student progress on a regular basis, participating in the review and revision of IEPs as appropriate, and referring students who do not demonstrate appropriate progress to the IEP team.

6. Resource specialists shall not simultaneously be assigned to serve as resource specialists and to teach regular classes.

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Voices Academies' resource specialist program shall be under the direction of a resource specialist who possesses:

1. A special education credential or clinical services credential with a special class authorization.

2. Three or more years of teaching experience, including both regular and special education teaching experience, as defined by rules and regulations of the Commission on Teacher Credentialing.

3. Demonstration of competencies required for a resource specialist as established by the Commission on Teacher Credentialing.

The Executive Director shall ensure that caseloads for special education teachers are within the maximum caseloads established by law, and/or SELPA policy. No resource specialist shall have a caseload which exceeds twenty-eight (28) students, unless a valid waiver is obtained through the State Board of Education, consistent with Title 5, California Code of Regulations, section 3100.

Independent Educational Evaluations

A. IEE at Parent Expense

Charter School acknowledges that a parent/guardian has the right to obtain an independent educational evaluation(s) ("IEE") at their own expense at any time. In these circumstances, the Principal or designee(s) shall ensure that the student's IEP team shall consider the results of the IEE when determining an offer of a FAPE for the student. However, the results of an IEE will not dictate the IEP team's determinations.

If a parent/guardian requests reimbursement for an IEE assessment obtained by the parent/guardian at their own expense, the Principal or designee(s) shall ensure that the unilaterally obtained IEE meets the following criteria:

1. The parent disagreed with the Charter School's evaluation and the Charter School received a request within a reasonable time after receipt of the results of the evaluation.

2. The parent timely and upon request provided Charter School with written consent to exchange information with the examiner.

3. The private evaluation meets all criteria contained in this Policy.

4. The parent timely provided a copy of the written evaluation report and all other documents\tests related to the report.

5. The examiner attends the relevant IEP team meeting by phone or in person to discuss their findings and provides protocols of all assessments to Charter School.

The reimbursement will be in an amount no greater than the actual cost to the parents. Parents may only be reimbursed for one (1) IEE for each assessment area or discipline with which they disagree.

In all cases, if Charter School initiates a due process hearing to show that Charter School's evaluation is appropriate, no reimbursement shall be made unless ordered by a Hearing Officer.

B. IEE at Public Expense

Charter School recognizes that federal and state laws provide parents/guardians of students with disabilities with the right to obtain an IEE, at public expense, when the parent/guardian disagrees with an assessment conducted by Charter School within the last two (2) years. Parents may only receive one (1) IEE for each assessment area or discipline with which they disagree.

The Principal or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense, Charter School shall provide the parent/guardian with a copy of their Procedural Safeguards *and,* without unnecessary delay, either:

1. Initiate a due process hearing to show that the evaluation, completed by the Charter School, is appropriate; or

2. Provide the parent/guardian with information about where an IEE may be obtained, the Charter School's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

Should the Charter School grant the parent's request for an IEE, the Principal or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation.

2. Charter School does not impose conditions or timelines related to obtaining an IEE at public expense.

3. All assessments shall be completed by persons competent to perform the assessment as determined by Charter School. Parent has the right to choose the examiner.

4. If the original evaluation completed by Charter School included in-class observation of the student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting.

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5. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by Charter School.

6. The evaluator must prepare and sign a full evaluation report containing:
    a. A list of all information/data reviewed.
    b. A clear explanation of the testing and assessment results.
    c. A complete summary of all test scores, including, for all standardized testing administered, all applicable full scale or battery scores, domain or composite scores, and sub-test scores reported in standard, scaled or T-score format.
    d. A complete summary of all information obtained or reviewed from sources other than testing conducted by the evaluator.
    e. Recommendations for IEP team consideration for educational programming and, if appropriate, placement that is educationally relevant and realistic within a public educational setting.

The cost determination for an IEE shall be comparable to the costs incurred by Charter School when it uses its own employees or contractors to complete an assessment, whenever possible and shall reflect reasonable and customary rates for such services in the area. As a result, the Principal or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated (*once every three (3) years*) and determined by averaging the cost of the following three factors:

1. The cost of an assessment provided by a Charter School employee.

2. The cost of an assessment provided by a neighboring local educational agency.

3. The cost of an assessment provided by a private service provider, with appropriate qualification, within 40 miles from the Charter School.

The Principal or designee(s) may consider a parent/guardian's demonstration of any unique circumstances, related to the student's education need(s) that justify a financial waiver of any additional cost for an IEE, above the cost ceiling established by the Charter School.

The Principal or designee(s) shall ensure a parent/guardian voluntarily have their private health insurance pay the costs of the IEE if covered by their insurance. However, Charter School recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy

2. An increase in premiums or the discontinuance of the policy

3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

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Curriculum, Service Provisions, and Student Accountability

Special education services are designed to supplement general education and will not supplant other sources of federal, state, and local funds apportioned to Voices Academies. Identified students are provided accommodations, modifications, or supplementary services and devices to allow them access to the same core curriculum as their general education counterparts and outlined on their IEPs.

The amount of time a student receives special education is documented on the student's IEP. All designated instructional support services (speech and language, occupational or physical therapy, etc.) are provided as documented on the student's IEP. Other supplementary services or materials, assistive devices, or extended year services required to address the goals and objectives of a student's IEP are provided at no cost to the identified special education student or the student's family, and documented as part of the student's IEP.

All services are provided on site unless otherwise required or specified by the IEP. No facilities utilized for purposes of special education present any physical barrier that would limit an eligible student's full participation in the educational or extracurricular program.

All identified students are expected to participate in State Standardized assessments as described by each student's IEP unless otherwise opted out by the student's parent/guardian.

Transportation

Charter School shall ensure appropriate; no cost transportation services are provided for students with disabilities as specified in their IEP as a related service when required. The specific needs of the student shall be the primary consideration when an IEP team is determining the student's transportation needs. Considerations may include, but are not limited to, the student's health needs, travel distances, physical accessibility and safety of streets and sidewalks, accessibility of public transportation systems, midday or other transportation needs, extended-year services, and, as necessary, implementation of a behavioral intervention plan. Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. 571.222).

When transportation services are required, the Executive Director or designee shall arrange transportation schedules so that students with disabilities do not spend an excessive amount of time on buses compared to other students. Arrivals and departures shall not reduce the length of the school day for these students except as may be prescribed on an individual basis.

When contracting with a nonpublic, nonsectarian school or agency to provide special education services, the Executive Director or designee shall ensure that the contract includes general administrative and financial agreements related to the provision of transportation services if specified in the student's IEP.

Guide dogs, signal dogs and service dogs trained to provide assistance to persons with disabilities may be transported in a school bus when accompanied by students with disabilities,, teachers with disabilities, or persons training the dogs.

Charter School shall ensure that all school buses, school student activity buses, youth buses and childcare motor vehicles, whenever they may be used, are equipped with an operational child safety alert system. Charter School shall ensure that all buses are equipped with a passenger restraint system.

Mobile seating devices, when used, shall be compatible with the securement systems required by Federal Motor Vehicle Safety Standard No. 222 (49 C.F.R. § 571.222).

Voices Academies shall ensure school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.

Disenrollment, Suspension, Expulsion

No identified student will be suspended for more than ten (10) school days per calendar year or have their placement unilaterally changed without holding a manifestation determination, except in the case of special circumstances that would qualify for removal of the student to an interim alternative setting for not more than forty-five (45) school days. Further, no identified student will be expelled from Voices Academies without a manifestation determination to determine if the conduct in question was caused by, or had a direct and substantial relationship to the student's disability; or if the conduct in question was the direct result of the failure of Voices Academies to implement the IEP. Parents are notified of all procedural safeguards. In cases where a manifestation determination has been made and it is determined that neither of the above listed criteria apply, the relevant disciplinary procedures applicable to students without disabilities are applied to the student in the same manner and for the same duration which the procedures would be applied to students without disabilities, except that the Voices Academies shall continue to provide educational services, conduct a functional behavioral assessment, and/or provide behavioral intervention services and modifications.

If the behavior is determined to be a manifestation of the student's disability, the IEP Team shall conduct a functional behavioral assessment and implement or revise a behavioral intervention plan and return the child to the placement from which the student was removed unless lawfully placed in an interim alternative educational setting as allowed by law.

The above protections shall be applied to students not yet eligible for special education and related services if Voices Academies had a basis of knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

Information on the Number of Individuals with Exceptional Needs

Information regarding the number of individuals with exceptional needs who are being provided special education and related services shall be provided in accordance with state and federal law and regulation and SELPA policy.

Maintenance of Special Education Records

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Voices Academies shall maintain all identified students' special education files, use appropriate forms/software, file/verify the accuracy of all reports, and submit all reports in a timely manner. The SELPA shall inspect all Voices Academies' special education files for legal compliance at the same level it would inspect other SELPA member's records.

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Student Wellness Policy

The Governing Board of Voices College-Bound Language Academies ("Voices" or the "Charter School") recognizes the link between student health and learning and desires to provide a comprehensive program by promoting healthy eating and physical activity for the Charter School students. The principal or designee may support coordinated school health program that reinforces health literacy through health education, physical education, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

For all foods available on each school site during the school day, the Charter School shall adopt nutritional guidelines which are consistent with 42 USC 1773 and 1779 and support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

The Board believes that foods and beverages available to students at the Charter Schools should support the health curriculum and promote optimal health, taking consideration the needs of students with special dietary needs. Nutritional standards adopted by the Charter School for all foods and beverages sold to students shall meet or exceed state and federal nutrition standards.

This Policy outlines Voices' approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in Voices have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the Charter School campus—in accordance with Federal and state nutrition standards.
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.
- Students have opportunities to be physically active before, during and after the school day.
- The Charter School engages in nutrition and physical activity promotion and other activities that promote student wellness.
- Charter School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.
- The community is engaged in supporting the work of Voices in creating continuity between Charter School and other settings for students and staff to practice lifelong healthy habits.
- The Charter School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students and staff in Voices. Specific measurable goals and outcomes

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are identified within each section below.

Charter School Wellness Committee

Voices may invite parents/guardians, students, board members and public to comment or be a part of the wellness committee that will meet twice during the school year.

The wellness committee shall provide updates to the public. The committee will also assess the wellness policy once every three years and provide updates via the Charter School website: voicesacademies.org. To the extent possible, the wellness committee will include representatives from each Voices school site and reflect the diversity of the community.

The COO or designee(s) will convene the wellness committee and facilitate development of and updates to the Policy and will ensure each Charter School's compliance with the Policy.

Additionally, the designated official for oversight of the wellness committee is:

Director of School Operations
(408) 791-1609

Nutrition Education and Physical Activity Goals

Physical Activity
The Centers for Disease Control ("CDC") recommends that all children and adolescents participate in a minimum of sixty (60) minutes of physical activity every day. The CDC recommends that aerobic activity make up the bulk of such physical activity, with vigorous-intensity aerobic activity on at least three days per week. The Charter School has the following specific goals to promote student wellness, consistent with this Policy:

- Physical activity is supported throughout the school day and integrated into the curriculum.
    - Recess during the day for all grade levels
    - Enrichment during the school day for all grade levels
- Voices aims to teach, model and encourage healthy eating by students.
    - Notorious food choices offered during breakfast and lunch
    - Fresh fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods offered to all students
- Voices will promote to families the benefits and approaches for healthy eating and physical activity.

In developing these goals, the Charter School reviewed and considered evidence-based strategies and techniques and parent input. Voices will work toward achievement of these goals by

providing all students in grades TK-8 opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity may be provided through enrichment, recess, school athletic programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities. At any time, physical fitness will not be withheld as a form of punishment.

Nutrition Guidelines for Foods Available at School

Charter School Meals

Voices participates in USDA child nutrition programs, including the National School Lunch Program ("NSLP"), the School Breakfast Program ("SBP). The Charter School also operates additional nutrition-related programs and activities including *Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others.* The Charter School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students.
- Are appealing and attractive to children.
- Are served in clean and pleasant settings.
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations (The Charter School offers reimbursable school meals that meet USDA nutrition standards).
- Promote healthy food and beverage choices using at least the following Smarter Lunchroom techniques:
    - Daily fruit options are displayed in a location in the line of sight and reach of students.
    - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
    - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
    - Student artwork is displayed in the service and/or dining areas.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. Voices will make drinking water available where school meals are

served during mealtimes. Students are allowed to bring and carry approved water bottles at the school.

Competitive Foods and Beverages

The Charter School is committed to ensuring that all foods and beverages available to students on the Charter School campus during the school day support healthy eating. The foods and beverages sold to students on campus during the school day (including the period from the midnight before, to 30 minutes after the end of the official school day) and served outside of the Charter School meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

As long as a student has been provided the maximum of one nutritionally adequate free breakfast meal and one nutritionally adequate free lunch meal free of charge regardless of the student's eligibility for federally funded free or reduced-price meals, the Charter School is not prohibited from selling to the student, the entrée from an **additional** nutritiously adequate meal that qualifies for federal reimbursement, from the same meal service.

The principal or designee shall encourage staff to serve as positive role models. To encourage consistent health messages between the home and school environment, the Principal or designee may disseminate health information and/or the Charter School student wellness policy to parents/guardians through school newsletters, handouts, parent/guardians meetings, school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

School staff shall encourage parents/guardians or other volunteers to support the Charter School's nutrition education program by considering nutritional quality when selecting any snacks, which they may donate for occasional class parties. Occasional class parties or celebrations shall be held after the lunch period whenever possible.

Celebrations and Rewards

All foods offered on the Charter School campus will meet or exceed the USDA Smart Snacks in

Charter School nutrition standards, including through:

1. Celebrations and parties. Charter School will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

2. Classroom snacks brought by parents. Charter School will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.

3. Rewards and incentives. Charter School will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in Charter Schools nutrition standards may be sold through fundraisers on the Voices' campus during the school day. Voices will make available to parents and teachers a list of healthy fundraising ideas.

A special exemption is allowed for the sale of food and/or beverages that do not meet the competitive food standards for the purpose of conducting an infrequent school-sponsored fundraiser (7 CFR section 210.11(b)(4). No specially exempted fundraiser foods or beverages may be sold in competition with school meals in the food service area during the meal service.

The principal or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

Food and Beverage Marketing in Schools

The Board prohibits the marketing and advertising of foods and beverages that do not meet the USDA Smart Snacks nutrition standards, through signage, vending machine fronts, logos, scoreboards, school supplies, advertisement in school publications, coupon or incentive programs, free give-always, or other means.

As the COO reviews existing contracts and considers new contracts, equipment, and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

Program Implementation, Monitoring, Accountability, and Community Engagement

Implementation Plan

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Using the steps outlined below, Voices will ensure the Charter School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at: voicesacademies.org

Recordkeeping

Voices will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy.
- Documentation demonstrating that the Policy has been made available to the public.
- Documentation to demonstrate compliance with the annual public notification requirements and community involvement requirements.
- Documentation of the triennial assessment of the Policy.
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

Annual Notification of Policy

Voices will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy, and implementation status. Voices will make this information available via the Charter School website and/or Charter School-wide communications. Voices will provide as much information as possible about the Charter School nutrition environment. This will include a summary of Charter School's events or activities related to Policy implementation.

Annually, Voices will also publicize the name and contact information of the Charter School official(s) leading and coordinating the Wellness Committee, as well as information on how the public can get involved with the Wellness Committee.

Triennial Progress Assessments

The COO or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the contents and implementation of this policy, as well as policy compliance, at least once every three (3) years. The COO may periodically measure and

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make available to the public an assessment of the extent to which the Charter Schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

To determine whether the policy is being effectively implemented at each Charter School, the following indicators may be used.

1. Results of the State's Physical Fitness Test
2. An analysis of the nutritional content of meals served based on a sample of menus
3. Student participation rates in school meal programs
4. Percentage of students participating in the Free and Reduced Lunch Program
5. Feedback from the nutrition service personnel, school administrators, parents/guardians, students, teachers, and/or other appropriate persons
6. A description of the progress made in attaining the goals of the Charter School's Policy and
7. Any other indicators recommended by the COO and approved by the Board of Trustees

Voices will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

Voices will update or modify this Policy as appropriate based on the results of the annual and triennial assessments and/or as Charter School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. This Policy will be assessed and updated as indicated at least every three (3) years, following the triennial assessment.

Community Involvement, Outreach and Communications

Voices is committed to being responsive to community input, which begins with awareness of the Policy. Voices will actively communicate ways in which representatives of the Wellness Committee and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. Voices will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in Charter School nutrition standards.

Voices may use electronic mechanisms, such as email or Parent Square, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The Charter School

will ensure that communications are culturally and linguistically appropriate to the community and accomplished through means similar to other ways that other local schools are communicating important school information with parents.

The Charter School will actively notify the public about the content of, the implementation of, and any updates to the Policy annually, at a minimum Voices will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Community Involvement

Voices will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

USDA Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at the Filing a Program Discrimination Complaint as a USDA Customer page, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by:

a. (1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;

b. (2) fax: 202-690-7442; or

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c. (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

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CLASSROOM-BASED ATTENDANCE POLICY

It is the intent of the Board of Directors ("Board") of the Voices College-Bound Language Academies ("Voices Academies" "Voices," or "Charter School") to ensure that students attend school every day on time. Consistent school attendance is critical to school success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and behavior problems.

Definitions

- "*Tardy*": All Voices Academies start at 8:00 am, except for Peak which starts at 8:15 am. Students shall be classified as tardy if the student arrives after that time.

- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

- "*Truant":* A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Principal or designee.

- "*Habitual Truant*": A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

- "*Chronic Truant*": A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.

- *"School Attendance Review Team ("SART"):* The SART panel will be composed of at least the Principal and the Parent Liaison/Dean of Culture. The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop

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strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.

2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

    a. Parent/guardian to attend school with the child for one day
    b. Student retention
    c. After school detention program
    d. Required school counseling
    e. Loss of field trip privileges
    f. Loss of school store privileges
    g. Loss of school event privileges
    h. Mandatory Saturday school
    i. Required remediation plan as set by the SART
    j. Notification to the County District Attorney

3. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health

2. Quarantine under the direction of a county or city health officer.

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3. Medical, dental, optometric, or chiropractic appointments:

    a. Students in grades 7-8, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.

4. For the purpose of attending the funeral services or grieving the death of either a member of the student's immediate family or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

5. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:

6. To access services from a victim services organization or agency.

7. To access grief support services.

8. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

9. Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

10. Participation in religious instruction or exercises as follows:

    a. The student shall be excused for this purpose on no more than four (4) school days per month.

11. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).

    To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been

called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.

12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.

13. Authorized at the discretion of the Principal or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

14. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.

15. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.

16. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.

17. For the purpose of a middle school student engaging in a civic or political event as indicated below, provided that the student notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
    a. A middle school student who is absent pursuant to this provision is required to be excused for only one school day-long absence per school year.
    b. A middle school student who is absent pursuant to this provision may be permitted additional excused absences at the discretion of a school administrator.

18. For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval of the principal or designee shall be required for absences list below. If advance written request is not feasible, the student shall provide a method of verification as described below. Absences that may be excused for justifiable personal reasons include: by the Principal or designee pursuant to uniform standards:
    a. Appearance in court.
    b. Observance of a holiday or ceremony of the student's religion.
    c. Attendance at religious retreats for (not to exceed one schoolday per semester;.

d. Attendance at the pupil's naturalization ceremony to become a United States citizen.
e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

A student who is absent due to an excused absence will be allowed to complete all assignments and tests missed during the excused absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the excused absence.

Method of Verification

When a student who has been absent returns to school, the student must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Signed, written note from the student's parent/guardian or parent representative.

2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:

    a. Name of student;
    b. Name of parent/guardian or parent representative;
    c. Name of verifying employee;
    d. Date or dates of absence; and
    e. Reason for absence.

3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including the information outlined above.

4. Healthcare provider verification:

    a. When excusing students for confidential medical services or verifying such appointments, Charter School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
    b. A healthcare provider's note of illness will be accepted for any reported absence. When a student has had 10% of the number of school days to date or fourteen (14) or more absences in the school year for illness verified by methods listed in #1-#3

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above without a healthcare provider's note, any further absences for illness must be verified by a physician or the student and parent must be brought in to discuss with a Voices administrator whether the student is able to attend school. A physician can only verify absences for days the child is seen and the days the doctor expects the child to remain out of school. All notes must be turned into the office within three (3) days of the child's return to school. If these procedures are not followed, after three days the absences will be unexcused..

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours or if necessary, in the afternoon.

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency.

Unexcused Absences/Truancy for Classroom Based Attendance

The Principal or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation. Further, the School Attendance Review Team or probation officer may request a juvenile court petition on behalf of the student.

A student's grades or promotion to the next grade may be affected by excessive unexcused absences in accordance with Board policy.

If all the Charter School's attempts to resolve the student's attendance problem are unsuccessful, Voices Academies will implement the processes described below.

Process for Addressing Truancy

1. Upon student's first and second unexcused absence or unexcused tardy over thirty (30) minutes, the student will receive a phone call home by the Principal or designee.

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2. Upon student's third unexcused absence, the Principal or designee will call home to the parent/guardian. In addition, Voices may send the parent an email notification. In addition, the following actions shall be taken: Official **Truancy Notice #1** will be sent to the parent/guardian from the School. This letter must be signed by the parent/guardian and returned to Voices. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.

Upon the fourth, fifth, and sixth unexcused absences or unexcused tardy over thirty (30) minutes, the Principal or designee shall continue to call home to the parent/guardian. In addition, Voices Academies may send the parent e-mail notifications and may conduct a home visit after the fourth absence.

3. Upon the seventh unexcused absence or unexcused tardy over thirty (30) minutes, the parent/guardian will receive a **"Truancy Letter #2 – Conference Request"** requesting a conference with teachers and other school administrators as appropriate. The conference will be scheduled to review the student's records and develop/revise an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
4. Upon the eighth and ninth unexcused absences, the Principal or designee shall continue to call home to the parent/guardian. In addition, Voices Academies may send the parent e-mail notifications and will be asked to attend an assembly for parents of chronically absent students.
5. Upon ten (10) unexcused absences, the student will be referred to the School Attendance Review Team ("SART"). In addition, the parent/guardian will receive a **Truancy Letter #3.**
6. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will besent within thirty (30) days to the student's last known school district of residence.
7. If a student is absent ten (10) or more consecutive school days without a valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth in steps above, the student will be in violation of the SART contract and this Policy, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. Any

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documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a **voluntary** disenrollment and shall not trigger the Involuntary Removal Process below.

8. For all communications set forth in this process, Voices will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update Voices with any new contact information.

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, Voices will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this Policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this Policy. However, consistent with process below, students who are not in attendance by the sixth (6^{th}) day of the school year due to an unexcused absence will be disenrolled from the Charter School roster, after following the Involuntary Removal Process below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1^{st}) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll, but have not attended by the third (3^{nd}) day of the school year and do not have an excused absence will receive a letter sent certified mail, or some other form of mail that can be tracked, indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll, but have not attended by the fifth (5^{th}) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6^{th}) day of the school year, and do not have an excused absence as defined above will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.

5. Voices will use the contact information provided by the parent/guardian in the registration packet.
6. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.
7. Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate.

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The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and Voices will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, Voices shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

Board Policy #: (SP) 01
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Annually the Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

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Administration Of Medication, Emergencies, And Head Lice Policy

Voices Academies ("Charter School") staff is responsible for overseeing the administration of medication to students attending the Charter School during regular school hours, including before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one overnight stay from home. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

Definitions

- "*Authorized health care provider*" means an individual who is licensed by the State of California to prescribe medication.

- "*Authorizing physician and surgeon*" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

- "*School nurse*" means an individual who is currently a credentialed and licensed registered nurse employed by the Charter School.

- "*Designated personnel*" *or "volunteer"* means an individual employed by Charter School who has consented to administer the particular medication or emergency assistance to individuals as permitted by this policy and may legally administer the medication or emergency assistance to the individual receiving it. For the purposes of administering epinephrine auto-injectors, this also includes a holder of an Activity Supervisor Clearance Certificate who has specifically volunteered to administer epinephrine auto-injectors to a person if the person is suffering, or reasonably believed to be suffering, from anaphylaxis. To be eligible, the "designated personnel" or "volunteer" must have been designated by Charter School and have received the required training as set forth in this policy.

- "*Medication*" includes prescription medication, over-the-counter remedies, nutritional supplements, and herbal remedies. Sunscreen is not considered a medication.

- "Stock albuterol inhaler" means albuterol medication in the form of a metered-dose inhaler (MDI) that is ordered by a health care provider and is not prescribed for a specific person and also includes, if necessary, a single-use disposable holding chamber.
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- "Respiratory distress" means the sudden appearance of signs and symptoms of difficulty breathing. Signs and symptoms of respiratory distress may include one or more of the

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following: complaints of a tight chest or chest pain; wheezing or noisy breathing; persistent coughing; difficulty breathing; appears to be in distress; lips or fingernails turning blue; and shortness of breath.

- "Epinephrine auto-injector ("Epi-Pen") means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction.

- "Anaphylaxis" means a potentially life-threatening hypersensitivity to a substance. Symptoms of anaphylaxis may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. Causes of anaphylaxis may include, but are not limited to, an insect sting, food allergy, drug reaction, and exercise.

- "Opioid antagonist" means naloxone hydrochloride ("NARCAN") or another drug approved by the federal Food and Drug Administration ("FDA") that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.

- "*Regular school day*" includes during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Administration of Medication with Charter School Assistance

Any student who is or may be required to take, during the regular school day, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school office staff or designated Charter School personnel.

In order for a student to be assisted by the school office staff or designated Charter School personnel in administering medication, Charter School shall obtain both:

1. The Parent and Physician Medication Authorization Form executed by the student's authorized health care provider specifying the name of the medication the student is to take, a statement that the medication must be taken during regular school hours, as well as the method, amount and time schedule by which the medication is to be taken;

2. The Parent and Physician Medication Authorization Form executed by the student's parent or guardian indicating the desire that the Charter School assist the pupil, in accordance with the authorized health care provider's written statement.

Please see the main office for a copy of the Parent and Physician Medication Authorization

Form. The Parent and Physician Medication Authorization Form shall also provide express permission for the Charter School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Self-Administration of Medication (without Charter School Assistance)

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine or inhaled asthma medication, the Charter School shall obtain both a written statement from the authorized healthcare provider indicating that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an auto-injectable epinephrine ("EpiPen") and inhaled asthma medication. In order to carry and self-administer this medication, Charter School must receive the following:

1. The Parent and Physician Medication Authorization Form executed by the student's authorized health care provider (1) detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and (2) confirming that the pupil is able to self-administer auto-injectable epinephrine or inhaled asthma medication, and

2. The Parent and Physician Medication Authorization Form executed by the student's parent, foster parent, or guardian or the pupil (1) consenting to the self-administration, (2) providing a release for the designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and (3) releasing the Charter School and Charter School personnel from civil liability if the self- administering pupil suffers an adverse reaction as a result of self-administering medication.

Please see the main office for a copy of the Parent and Physician Medication Authorization Form to be completed by the student's authorized health care provider and parent, which details all this information. The Parent and Physician Medication Authorization Form shall also provides express permission for the Charter School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.

New statements by the parent/guardian and the authorized health care provider shall be required at least annually and whenever there is a change in the student's authorized health care provider,

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or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. New statements shall also be required for each new medication. If there is not a current written statement by the student's parent or guardian and authorized health care provider, the Charter School may not administer or assist in administration of medication.

Charter School may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

Any student requiring insulin shots must establish a plan for administration of insulin shots with the Principal or designee in consultation with the parent or guardian and the student's medical professional.

Staff Training and Emergency Response

Additional information about staff trainings and the Charter School's response to emergencies may be located within the Employment Handbook and/or the School Safety Plan.

A. Response to Anaphylactic Reaction

The trained personnel who have volunteered may use an Epi-Pen to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from, an anaphylactic reaction. Charter School will ensure it has the appropriate type of Epi-Pen on site (i.e., regular or junior) to meet the needs of its students. Charter School will ensure staff properly store, maintain, and restock the EpiPen as needed.

Charter School will ensure any Charter School personnel who volunteer are appropriately trained regarding the storage and emergency use of an Epi-Pen. Adequate training shall include all of the following:

1. Techniques for recognizing symptoms of anaphylaxis.

2. Standards and procedures for the storage, restocking, and emergency use of Epi-Pens.

3. Emergency follow-up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/guardian(s) and physician.

4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

5. Instruction on how to determine whether to use an adult EpiPen or a EpiPen, which shall include consideration of a student's grade level or age as a guideline of equivalency for the appropriate student weight determination.

6. Written materials covering the information required pursuant to the training. A copy of these written materials shall be made accessible, such as through publicly posting at the location of the Epi-Pens.

Charter School will distribute an annual notice to all staff describing the request for volunteers who will be trained to administer an Epi-Pen to a person if that person is suffering, or reasonably believed to be suffering from, anaphylaxis. The annual notice shall also describe the training the volunteer will receive and shall indicate the location of the Epi-Pens on campus..

B. Response to Respiratory Distress

Charter School may provide emergency stock albuterol inhalers (asthma inhaler), including, if necessary, single-use disposable holding chambers, to school nurses or volunteers to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from respiratory distress.

Training in the administration of emergency stock albuterol inhalers shall be consistent with the most recent guidelines for medication administration issued by the California Department of Education ("CDE"), and shall include all of the following:

1. Techniques for recognizing symptoms of respiratory distress.
2. Standards and procedures for the storage, restocking, and emergency use of stock albuterol inhalers.
3. Emergency follow up procedures, including calling the emergency 911 telephone number and contacting, if possible, the student's parent or guardian and physician.
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
5. Written materials covering the information required pursuant to the training, which Charter School shall retain for reference.

Charter School shall distribute a notice at least once per school year to all staff that contains the following information:

1. A description of the volunteer request stating that the request is for volunteers to be trained to administer a stock albuterol inhaler to a person if the person is suffering, or reasonably believed to be suffering, from respiratory distress and

2. A description of the training that the volunteer will receive.

The school nurse, or the Charter School Executive Director or designee, shall obtain from an authorizing physician and surgeon a prescription for stock albuterol inhalers, and shall be responsible for stocking the stock albuterol inhalers and restocking it if it is used.

The school nurse or volunteer may administer a stock albuterol inhaler to a person exhibiting potentially life-threatening symptoms of respiratory distress at school or a school activity when a physician is not immediately available. If the stock albuterol inhaler is used, it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Stock albuterol inhalers shall be restocked before their expiration date.

The school nurse or volunteer shall initiate emergency medical services or other appropriate medical follow-up in accordance with the training materials retained.

C. Response to a Diabetic or Hypoglycemic Emergency

Charter School provides Charter School personnel with voluntary emergency medical training on how to provide emergency medical assistance to students with diabetes suffering from severe hypoglycemia. The volunteer personnel shall provide this emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance.

Training by a physician, credentialed school nurse, registered nurse, or certificated public health nurse according to the standards established pursuant to this section shall be deemed adequate training. Training established shall include all of the following:

1. Recognition and treatment of hypoglycemia.

2. Administration of glucagon.

3. Basic emergency follow-up procedures, including, but not limited to, calling the emergency 911 telephone number and contacting, if possible, the student's parent(s)/ guardian(s) and licensed health care provider.

A Charter School employee shall notify the Principal or designee if the employee administers glucagon pursuant to this Policy.

All materials necessary to administer the glucagon shall be provided by the parent(s)/guardian(s) of the student.

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In the case of a student who is able to self-test and monitor their own blood glucose level, upon written request of the parent or guardian, and with authorization of the licensed health care provider of the student, a student with diabetes shall be permitted to test their own blood glucose level and to otherwise provide diabetes self-care in the classroom, in any area of the Charter School or Charter School grounds, during any Charter School-related activity, and, upon specific request by a parent or guardian, in a private location.

Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e. allergies, asthma, diabetes).

D. Response to an Opioid Overdose

Charter School may provide Charter School personnel with voluntary emergency medical training on the administration of opioid antagonists to students exhibiting potentially life-threatening symptoms, or reasonably believed to be suffering, from an opioid overdose at school or a school activity. Charter School will ensure staff properly store, maintain, and restock opioid antagonists as needed.

Training shall include all of the following:

1. Techniques for recognizing symptoms of an opioid overdose.
2. Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.
3. Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or Charter School administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the student's parent(s)/guardian(s).
4. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

   Written materials covering the information required pursuant to the training

The Executive Director shall distribute an annual notice to all staff regarding volunteering for training to administer opioid antagonists and a volunteer's right to rescind their offer to volunteer.

E. Response to a Seizure, Seizure Disorder or Epilepsy

Upon receipt of a request by a parent/guardian to administer anti-seizure medication when a student is suffering from a seizure, the Charter School may designate one or more volunteers to receive training to administer the anti-seizure medication. The Charter School may allow non-medical personnel to volunteer to provide medical assistance to students who are diagnosed with seizures, a seizure disorder, or epilepsy if the Charter School does not have a credentialed nurse or other licensed nurse on site. Charter School 's volunteer personnel shall provide this

emergency care in accordance with standards established herein and the performance instructions set forth by the licensed health care provider of the student. A Charter School employee who does not volunteer or who has not been trained pursuant to this Policy may not be required to provide emergency medical assistance. Volunteer employees are not providing this emergency medical care for compensation, notwithstanding that the employee is a paid public employee.

Upon receipt of the parent/guardian's request, the Charter School shall notify the parent/guardian that their child may qualify for services or accommodations under the Section 504 plan or an individualized education program ("IEP"), assist the parent/guardian with the exploration of that option, and encourage the parent/guardian to adopt that option if it is determined that the child is eligible for a Section 504 plan or an IEP. The Charter School shall obtain a signed notice verifying the parent/guardian was provided this information and has the right to request a Section 504 Plan or IEP at any time. Additionally, if the Charter School does not have any volunteers, then Charter School shall notify the parent/guardian of the student's right to be assessed for a Section 504 plan or an IEP.

Prior to administering emergency anti-seizure medication, Charter School shall obtain annually a signed seizure action plan from the parent/guardian, that includes the parent/guardian's authorization, in writing for the medication to be administered to the student at school by a non-medical professional who has received training, and a copy of a statement, in writing, from the student's health care provider that includes all of the following information:

- The student's name, the name and purpose of the medication, its prescribed dosage, method of administration and the frequency with which the medication may be administered;
- Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of an emergency anti-seizure medication becomes necessary;
- The circumstances under which the medication may be administered;
- Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services, including the emergency 911 telephone number;
- A protocol for observing the student after a seizure, including, but not limited to, whether the student should rest in the school office, whether the student may return to class, and the length of time they should be under direct observation; and
- How and where the emergency anti-seizure medication will be stored at the school.

This plan shall be distributed to any Charter School personnel or volunteers responsible for the supervision or care of the student if the parent/guardian consents in writing and will be kept in a confidential file in the nurse or Executive Director or designee's office, as applicable.
Training will occur upon volunteering and thereafter annually at no cost to the employee and will occur during regular working hours. Training will be conducted by an authorized health care professional, all training will align with any minimum standards established by the CDE, and will include:

1. Recognition of the signs and symptoms of seizures and the appropriate steps to be taken to respond to those symptoms;
2. Administration, or assisting with the self-administration of, an emergency anti-seizure medication, or a medication or therapy prescribed to treat the symptoms of seizures, seizure disorders, or epilepsy, including manual vagus nerve stimulation; and
3. Basic emergency follow-up procedures.

Any written materials used in the training shall be retained by the Charter School. Charter School shall ensure that each employee who volunteers to administer anti-seizure medication in good faith will be provided defense and indemnification by Charter School for any and all civil liability barring gross negligence, or willful or wanton misconduct, and this information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.
Upon receipt of a parent/guardian's request to administer anti-seizure medication the Charter School shall distribute a notice at least once but no more than two times per school year to all staff that includes all of the following information:

- A description of the volunteer request stating that the request is for volunteers to be trained to recognize and respond to seizures, including training to administer emergency anti-seizure medication to a student diagnosed with seizures, a seizure disorder, or epilepsy if the student is suffering from a seizure;
- A description of the training that the volunteer will receive;
- The right of an employee to rescind their offer to volunteer; and
- A statement that there will be no retaliation against any individual for rescinding the individual's offer to volunteer, including after receiving training.

If a volunteer rescinds the volunteer's offer to volunteer or is no longer able to act as a volunteer for any reason, or if the placement of a student changes and the student no longer has access to a trained volunteer, an additional two notices per school year may be distributed to all staff.
Upon administration of anti-seizure emergency medication by a volunteer employee, the Charter School's nurse shall be notified. If the Charter School does not employ a nurse, Charter School 's Executive Director or designee shall be notified.

Storage and Record Keeping

Medication Delivery: Parent(s)/guardian(s) of students requiring administration of medication or assistance with administration of medication shall personally deliver the medication for administration to the Principal or designee.

Termination of Consent: Parent(s)/guardian(s) of students who have previously provided consent for the Charter School to administer medication or assist a student with the administration of medication may terminate consent by providing the Charter School with a

signed written withdrawal of consent on a form obtained from the office of the Principal.

Storage of Medication: Medication for administration to students shall be maintained in the front office in a locked cabinet. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian if practicable. Otherwise, the Charter School shall dispose of the medication by the end of the school year in accordance with applicable law.

Confidentiality: Charter School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the Principal or other designated School employees.

Medication Record: The Charter School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication.

The medication record shall contain the following: 1) The authorized health care provider's written statement; 2) The written statement of the parent/guardian; 3) A medication log (see below); 4) Any other written documentation related to the administration of the medication to the student or otherwise assisting the student in the administration of the medication.

The medication log shall contain the following information: 1) Student's name; 2) Name of the medication the student is required to take; 3) Dose of medication; 4) Method by which the student is required to take the medication; 5) Time the medication is to be taken during the regular school day; 6) Date(s) on which the student is required to take the medication; 7) Authorized health care provider's name and contact information; and 8) A space for daily recording of medication administration to the student or otherwise assisting the student in administration of medication, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

First Aid and CPR

All teachers shall be certified in first aid and CPR and shall be re-certified every year. Every classroom shall have a First Aid Kit containing appropriate supplies. First aid shall be administered by trained staff members whenever necessary. When necessary, the appropriate emergency personnel will be called to assist.

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Board Policy #: (SP) 03
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Resuscitation Orders

Charter School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate a student. Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. Charter School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff.

Emergency Contact Information

For the protection of a student's health and welfare, the Charter School shall require the parent/guardian(s) of all students to keep current with the Charter School emergency information including the home address and telephone number, business address and telephone number of the parent/guardian(s), and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

Head Lice Infestation Prevention

To prevent the spread of head lice infestations, Charter School personnel shall report all suspected cases of head lice to the clerk, or designee, as soon as possible. The clerk, or designee, shall examine the student and any siblings of affected students or members of the same household.

If live head lice are detected on a student, then Charter School shall contact a parent/guardian immediately with instructions to pick up the student from the main office at the end of the regular school day. Until the end of the regular school day, the student will be instructed to avoid contact with other children or share any headgear. Students diagnosed by school personnel with live head lice will generally not need to be sent home early from school; they can go home at the end of the day. However, in the case of a severe infestation, the Principal or designee may, in their discretion, contact a parent/guardian to pick the student up before the end of the regular school day.

In the event that one or more students are found to be infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to the head lice.

Charter School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school with a note from the parent/guardian verifying treatment.

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Before re-admittance to the classroom, the student will be examined by school personnel, a designee, or other authorized health care representative to confirm no live head lice are present.

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Suicide Prevention Policy

The Board of Directors of Voices College-Bound Language Academies ("Voices" or "School") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Voices and community stakeholders, the county mental health plan, Voices-employed mental health professionals, the county mental health plan, law enforcement, and community organizations in planning, implementing, and evaluating Voices' strategies for suicide prevention and intervention. Voices must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. and shall, at a minimum, address procedures relating to suicide prevention, intervention, and postvention.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Voices shall appoint an individual (or team) to serve as the suicide prevention point of contact for Voices. The suicide prevention point of contact for Voices and the Principal shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a pupil who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least every fifth year in conjunction with the previously mentioned community stakeholders.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Voices and is characterized by caring staff and harmonious interrelationships among students.

The School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

Suicide Prevention Crisis Team

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Voices created an in-house Suicide Prevention Crisis Team ("SPCT") consisting of administrators, mental health professionals, relevant staff, and parents.

Voices designates the following administrators to act as the primary and secondary suicide prevention liaisons to lead the SPCT:

1. Chief Culture Officer of In Lak'Ech
2. Executive Director

The functions of the SPCT are to:

- Review mental health related school policies and procedures;
- Provide annual updates on school and network data and trends;
- Review and revise school prevention policies;
- Review and select general and specialized mental health and suicide prevention training;
- Review and oversee staff, parent/guardian, and student trainings;
- Ensuring the suicide prevention policy, protocols, and resources are posted on the network and school websites;
- Collaborate with community mental health organizations,
- Identify resources and agencies that provide evidence-based or evidence-informed treatment,
- Help inform and build skills among law enforcement and other relevant partners, and
- Collaborate to build community response.

Parents, Guardians, and Caregivers Participation and Education

The Principal or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the School's suicide prevention efforts, risk factors and warning signs of suicide, basic steps for helping suicidal youth, reducing the stigma of mental illness, and/or Voices and community resources that can help youth in crisis. Voices will provide the following for parents/guardians/caregivers:

- The School shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Voices Web page.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- Charter School shall establish and widely disseminate a referral process to all parents/guardians/caregivers/families, so they are aware of how to respond to a crisis and are knowledgeable about protocols and school, community-based, and crisis resources.
- Community-based organizations that provide evidence-based suicide-specific treatments shall be highlighted on the Charter School's website with treatment referral options marked accordingly.

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- Staff autoreplies during vacations or absences shall include links to resources and phone/text numbers so parents and students have information readily available.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
    a. Suicide risk factors, warning signs, and protective factors.
    b. How to talk with a student about thoughts of suicide.
    c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.
    d. Charter School's referral processes and how they or their children can reach out for help, etc.
- Parents/guardians/caregivers are reminded that the Family Educational Rights and Privacy Act ("FERPA") generally protects the confidentiality of student records, which may sometimes include counseling or crisis intervention records. However, FERPA's health or safety emergency provision permits the disclosure of personally identifiable information from a student's education records, to appropriate parties, in order to address a health or safety emergency when the disclosure is necessary to protect the health or safety of the student or other individuals.

Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Voices along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Voices and is characterized by caring staff and harmonious interrelationships among students.

Voices' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Supports will include helping students identify trusted adults, Voices resources, and/or community crisis intervention resources where youth, including those at high risk, such as youth bereaved by suicide; youth with disabilities, mental illness, or substance use disorders; youth experiencing homelessness or in out-of-home settings such as foster care; and lesbian, gay, bisexual, transgender, or questioning youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, gender identity, or other support services.

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Voices' instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress. The content of the education may include:

    a. Coping strategies for dealing with stress and trauma.
    b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others.
    c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.
    d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

2. Receive developmentally appropriate guidance regarding Voices' suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, orientation classes, science, and physical education).

Voices' will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling).

School maintains a list of current student trainings and is available upon request. School has shared school-based supports and self-reporting procedures, so students are able to seek help if they are experiencing thoughts of suicide or if they recognize signs with peers. Although confidentiality and privacy are important, students should understand safety is a priority and if there is a risk of suicide, school staff are required to report. Charter-based mental health professionals are legally and ethically required to report suicide risk. **When reporting suicidal ideation or an attempt, school staff must maintain confidentiality and only share information limited to the risk or attempt**.

School shall establish and widely disseminate a referral process to all students, so they know how to access support through school, community-based, and crisis services. Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

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Staff Development

Voices, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not use the stress model to explain suicide.

Suicide prevention training for staff will be provided at least annually and be designed to help staff identify and find help for students at risk of suicide. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff). Charter School shall ensure that training is available for new hires during the school year.

1. The training may be offered under the discretion of the Principal and/or Board of Directors and/or in cooperation with one or more community mental health agencies and shall include the following: All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Charter School has collaborated with *Momentum for Health* to review the training materials and content to ensure it is evidence-based, evidence-informed, and aligned with best practices.

2. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

3. Research identifying risk factors, warning signs, and protective factors, such as previous suicide attempt(s), history of depression or mental illness, substance abuse problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.

4. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

    - How to talk with a student about thoughts of suicide.

    - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment.

    - Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior.

- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member.

- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide.

- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at http://cal-schls.wested.org/

- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

    - Youth affected by suicide;

    - Youth with a history of suicide ideation or attempts;

    - Youth with disabilities, mental illness, or substance abuse disorders;

    - Lesbian, gay, bisexual, transgender, or questioning youth;

    - Youth experiencing homelessness or in out-of-home settings, such as foster care; and

    - Youth who have suffered traumatic experiences.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:

    - The impact of traumatic stress on emotional and mental health.

    - Common misconceptions about suicide.

    - Appropriate messaging about suicide (correct terminology, safe messaging guidelines).

    - The factors associated with suicide (risk factors, warning signs, protective factors).

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- How to identify youth who may be at risk of suicide.
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Voices guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Voices guidelines.
- Charter School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed.
- Charter School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention).
- Responding after a suicide occurs (suicide postvention).
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide.
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
- Voices and community resources and services for students and families in crisis and ways to access them.
- Materials approved by Voices for training shall include how to identify appropriate mental health services, both at the Voices site and within the larger community, and when and how to refer youth and their families to those services.
- Materials approved for training may also include programs that can be completed through self-review or suitable suicide prevention materials.

Specialized Professional Development for School-based Mental Health Staff (Screening and/or Assessment

Additional professional development in suicide risk assessment ("SRA") and crisis intervention is provided to designated student mental health professionals, including but not limited to school counselors, psychologists, social workers, administrators, and nurses employed by Charter School. Training for these staff is specific to conducting SRAs, intervening during a crisis,

de-escalating situations, interventions specific to preventing suicide, making referrals, safety planning, and re-entry.

Specialized Professional Training for targeted School-based mental health staff includes the following components:

- Best practices and skill building on how to conduct an effective suicide risk screening/SRA using an evidence-based, Charter-approved tool; Patient Health Questionnaire 9 (PHQ-9) Depression Scale; BSS Beck Scale for Suicide Ideation ; National Institute of Mental Health (NIMH)'s Ask Suicide-Screening Questions (ASQ) Toolkit; and the Adolescent Suicide Assessment Protocol – 20.

- Best practices on approaching and talking with a student about their thoughts of suicide and how to respond to such thinking, based on district guidelines and protocols.

- Best practices on how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines and protocols.

- Best practices on follow up with parents/caregivers.

- Best practices on re-entry.

Virtual Screenings for Suicide Risk

Virtual suicide prevention efforts include checking in with all students, promoting access to school and community-based resources that support mental wellbeing and those that address mental illness and give specific guidance on suicide prevention.

Charter School has established a protocol for assigning school staff to connect with students during distance learning and school closures. In the event of a school closure, Charter School has determined a process and protocols to establish daily or regular contact with all students. Staff understand that any concern about a student's emotional wellbeing and/or safety must be communicated to the appropriate school staff, according to Charter School protocols.

Charter School has determined a process and protocols for school-based mental health professionals to establish regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need. When connecting with students, staff are directed to begin each conversation by identifying the location of the student and the availability of parents or caregivers. This practice allows the staff member to ensure the safety of the student, particularly if they have expressed suicidal thoughts.

Intervention and Emergency Procedures

Voices designates the following administrators to act as the primary and secondary suicide prevention liaisons:

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- Principal
- Dean of Culture

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the Principal or designee. The Principal or designee shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification. The Principal may also refer the student to mental health resources at Voices or in the community.

The suicide prevention liaison shall also refer the student to mental health resources at Voices or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911. The call shall NOT be made in the presence of the student and the student shall not be left unsupervised. Staff shall NOT physically restrain or block an exit.

When a suicide attempt or threat is reported on campus or at a school-related activity, the Principal or designee shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:

    a. Securing immediate medical treatment if a suicide attempt has occurred;

    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;

    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.

    d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;

    e. Moving all other students out of the immediate area;

    f. Not sending the student away or leaving the student alone, even to go to the restroom;

    g. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;

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h. Promising privacy and help, but not promising confidentiality.

2. Designate specific individuals to be promptly contacted, for example the Voices counselor, psychologist, nurse, Principal, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.

3. Document the incident in writing as soon as feasible.

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a pupil who is a Medi-Cal beneficiary. **Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.**

5. After a referral is made, Voices shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Voices may contact Child Protective Services.

6. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Voices.

7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Voices campus, the Principal or designee shall follow the crisis intervention procedures contained in Voices safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Voices staff may receive assistance from Voices counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Voices campus and unrelated to school activities, the Principal or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

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2. Discuss with the family how they would like Voices to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.

3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.

5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for reintegration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make-up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan; providing parent's/guardians/caregivers/families local emergency numbers for after school and weekend emergency contacts.

Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Voices activities to notify a teacher, Principal, another Voices administrator, psychologist, Voices counselor, suicide prevention liaisons or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Voices staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and the student's parent/guardian, about additional resources to support the student.

Voices Employees Acting Within Scope

Voices shall ensure that employees act only within the authorization and scope of the employee's credential or license. Nothing in this Policy shall be construed as authorizing or encouraging a Voices employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Responding After a Suicide Death (Postvention)

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A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Voices shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Principal to conduct an initial meeting of the Suicide Prevention Crisis Team to:
    - Confirm death and cause;
    - Identify a staff member to contact deceased's family (within 24 hours);
    - Enact the Suicide Postvention Response;
    - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
    - Notification (if not already conducted) to staff about suicide death;
    - Emotional support and resources available to staff;
    - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
    - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
    - Review of protocols for referring students for support/assessment;
    - Talking points for staff to notify students;
    - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior; and refer them to a school-based mental health professional;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death. Staff shall not share explicit, graphic, or dramatic content, including the manner of death.

- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
- Include long-term suicide postvention responses:
    - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
    - Support siblings, close friends, teachers, and/or students of deceased
    - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.
- Identify media spokesperson if needed.
- Ensure that all communications, documents, materials related to messaging about suicide avoid discussing details about method of suicide, avoid oversimplifying (i.e. identifying singular cause of suicide), avoid sensational language, and only includes clear, respectful, people-first language that encourages an environment free of stigma. As part of safe messaging for suicide, we use specific terminology when referring to actions related to suicide or suicidal behavior:

Use	Do Not Use
"Died by suicide" **or** **"Took their own life"**	**"Committed suicide"** **Note:** Use of the word "commit" can imply crime/sin
"Attempted suicide"	**"Successful" or "unsuccessful"** **Note:** There is no success, or lack of success, when dealing with suicide

Student Identification Cards

- Voices will include the telephone number for the National Suicide Prevention Lifeline and the National Domestic Violence Hotline on all student identification cards in grades 7-8 if the school issues pupil identification cards.
- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:
    - Call or Text "988"

- Call 1-800-273-8255

- National Domestic Violence Hotline: Call 1-800-799-7233
- Crisis Text Line: Text “HOME” to 741741
- Teen Line: Text “TEEN” to 839863
- Trevor Project: Text “START” to 678678
- Trans Lifeline: 1-877-565-8860
- Local suicide prevention hotline telephone number

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Section 504: Policy, Procedures, and Parent Rights Regarding Identification, Evaluation and Education

A. SECTION 504 POLICY

The Board of Directors of the Voices College-Bound Language Academies ("Voices Academies" or the "Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free and appropriate public education ("FAPE") and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This Policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a FAPE.

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEA"). An impairment need not prevent or severely restrict a major life activity to be considered "substantially limiting.

The Charter School's Principal or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

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If Voices Academies does not assess a student after a parent has requested an assessment, the Charter School shall provide notice of the parent's/guardian's procedural safeguards. The Charter

School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Voices Academies shall periodically review the student's progress and placement.

Voices Academies does not discriminate on the basis of disability or any other characteristic protected under law. Voices Academies will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

I. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Charter School.

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.

5. **FAPE** – the provision of regular or special education and related aids and services

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that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Charter School's SST Coordinator shall serve as the Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at 408-791-1609.
9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
    a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
    b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

II. Referral, Assessment and Evaluation Procedures

1. Voices Academies will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who have or may have a disability are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

    a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;

    b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are

designed to provide a single general intelligence quotient; and

c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.

9. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

10. Information from all sources shall be documented and carefully considered.

11. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

III. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.

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2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified eligible student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to the student's individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student has a disability but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

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10. Voices Academies shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) calendar days of starting school, Voices Academies shall schedule a 504 Team meeting to review the existing 504 Plan. Voices Academies shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

11. A parent, guardian, or Voices Academies shall have the right to audio record the proceedings of any team meetings held pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). The parent or guardian or Voices Academies shall notify the members of the team of the parent's, guardian's, or Voices Academies' intent to audio record a meeting at least 24 hours before the meeting. If Voices Academies initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be audio recorded.

IV. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

V. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to Charter School policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

   Director of Special Populations
   6840 Via Del Oro #160 San Jose, CA 95119
   408-791-1609

   Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Director of Special Populations or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Voices Academies or any district within the Sonoma County Charter SELPA, any Voices school authorizing District or County Office of Education in which a Voices school is operated in any capacity other than that of hearing officer and

   shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
   - The specific decision or action with which the parent/guardian disagrees.
   - The changes to the 504 Plan the parent/guardian seeks.
   - Any other information the parent/guardian believes is pertinent.

5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
   - Mediation by a neutral third party.
   - Review of the 504 Plan by the Director of Special Populations or designee.

6. Within ten (10) calendar days of receiving the parent/guardian's request, the Director of Special Populations shall select an impartial hearing officer. These 10

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days may be extended for good cause or by mutual agreement of the parent/guardian and Director of Special Populations.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Director of Special Populations.

8. The parent/guardian and the School shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Voices Academies shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

VI. Suspension and Expulsion, Special Procedures for Students with Disabilities

Voices Academies shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. Voices Academies will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or

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protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Voices Academies, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

   b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

   If Voices Academies, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

   If Voices Academies, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

   a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that Voices Academies had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

   b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and Voices Academies agree to a change of placement as part of the modification of the BIP.

If Voices Academies, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then Voices Academies may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Voices Academies, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and Voices Academies agree otherwise.

4. Special Circumstances

Voices Academies personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director of Special Populations or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;

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b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated Voices Academies' disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Voices Academies had knowledge that the student had a disability before the behavior occurred.

Voices Academies shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Voices Academies supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Voices Academies personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Principal or to other Voices Academies supervisory personnel.

If Voices Academies knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If Voices Academies had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Voices Academies shall conduct an expedited evaluation if requested by the parent/guardian; however, the student shall remain in the education placement determined by Voices Academies pending the results of the evaluation.

Voices Academies shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.

2. Have Voices Academies advise you of your rights under federal law.

3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.

4. Have your child receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Voices Academies make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.

5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.

6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).

7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.

8. Have your child be given an equal opportunity to participate in non-academic and

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extracurricular activities offered by Voices Academies.

9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.

10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.

11. Obtain a response from Voices Academies to reasonable requests for explanations and interpretations of your child's records.

12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Voices Academies refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.

13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above.

14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.

15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Principal for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.

16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education
San Francisco Office
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555 PHONE
(415) 486-5570 FAX
Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from Voices Academies for exercising any of these rights.

Please contact the Director of Special Populations at, Director of Special Populations, c/o Voices College-Bound Language Academies, 6840 Via Del Oro #160, San Jose, CA 95119**,** 408-791-1609 with any questions regarding the information contained herein.

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Record Retention And Disposal Policy

I. Purpose

The records of Voices College-Bound Language Academies ("Voices" or the "Charter School") are important to the efficient and effective operation of the Charter School. Voices records include those produced and received by Voices' administrators, employees, volunteers, and board members, both in electronic and paper form, when acting in the course and scope of their roles at Voices. Voices records are those found on computers, email accounts, or other electronic storage devices owned or controlled by Voices and may include Voices records on personal devices and email accounts. Items that may seem unimportant, such as interoffice e-mails, desktop calendars, and printed memoranda are considered records under this Policy.

The purpose of this Policy is to ensure that necessary records of Voices are adequately protected and maintained and that records no longer needed by Voices or that are of no value are appropriately discarded at the proper time. This Policy should also aid administrators, employees, volunteers, and board members of Voices (sometimes referred to herein as "you") in understanding obligations in retaining electronic documents, including e-mail, web files, text files, sound and movie files, PDF, Word, or other native-formatted files. If you are ever uncertain as to any procedures set forth in this Policy (e.g., what records to retain or destroy, when to do so, or how), it is your responsibility to seek direction from the Administrator of this Policy (defined below).

II. Policy and Scope

This is Voices' formal policy (the "Policy") regarding the retention and destruction of records, including electronic documents. This Policy applies to all records generated in the course of Voices' operations, including both original documents and reproductions. It also applies to electronic documents.

The goals of this Policy are to:

- Retain important documents for reference and future use;
- Delete or dispose of documents that are no longer necessary for the operation of Voices charter schools;
- Organize important documents for efficient retrieval; and
- Ensure that Voices' administrators, employees, volunteers, and Board members know what documents should be retained, the length of their retention, means of storage, and when / how they should be destroyed.

Federal and state laws require Voices to maintain certain types of records for particular periods. Failure to maintain such records could subject Voices to penalties and fines, obstruct justice, affect evidence, and/or seriously harm Voices' position in tax or litigation matters. Thus, it is important that you understand and comply with this Policy and any future records retention or destruction policies and schedules. Notwithstanding anything contrary to this Policy, you should retain and seek direction from the Administrator concerning any records which you reasonably believe:

(i) are or could be relevant to any future tax or litigation matter;
(ii) arise from a dispute that could lead to litigation; or
(iii) pertain to a lawsuit in which Voices is a party. In such situations, Voices must preserve records unless or until Voices' legal counsel determines that the records are no longer needed.

"Records" discussed herein refers to all business records of Voices (and is used interchangeably with "documents"), including written, printed, and recorded materials, as well as electronic records (i.e., e-mails and documents saved electronically). All records shall be retained for a period no longer than necessary for the proper conduct and functioning of Voices. No business records shall be retained longer than seven (7) years, except those that: (i) have periods provided for herein; (ii) are in the Record Retention Schedule, found at **Appendix A**; or (iii) are specifically exempted by the Administrator.

III. Administration and Oversight

Attached as **Appendix A** is a Record Retention Schedule (the "Retention Schedule") that is approved as the initial maintenance, retention and disposal schedule for physical records of Voices and the retention and disposal of electronic documents. The Retention Schedule lists several categories of records, as well as specific records that contain specific retention periods. The Superintendent of Voices (the "Administrator") or her/his designee is the officer in charge of the administration of this Policy and the implementation of processes and procedures to ensure that the Retention Schedule is followed. The Administrator is also authorized to: (i) make modifications to the Retention Schedule from time to time to ensure that it is in compliance with local, state and federal laws and includes the appropriate document and record categories for Voices and the charter schools it operates; (ii) monitor local, state and federal laws affecting record retention; (iii) annually review the record retention and disposal program; and (iv) monitor compliance with this Policy.

To ensure compliance with this Policy, the Administrator is responsible for the following oversight functions:

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- Implementing this Policy;
- Ensuring that administrators, employees, volunteers, and Board members are properly informed, understand, and follow this Policy and the Retention Schedule;
- Providing oversight on actual retention and destruction/disposal of documents;
- Ensuring proper storage of documents;
- Periodically following-up with legal counsel to ensure proper retention periods are in place;
- Suspending the destruction of documents upon actual or foreseeable litigation or governmental investigation; and
- Keeping administrators, employees, volunteers, and Board members apprised of changes in relation to this Policy or the Retention Schedule.

The Administrator shall periodically review this Policy and Retention Schedule, modify them accordingly, and inform and educate all Voices administrators, employees, volunteers, and board members on any such changes. All document retention and/or destruction questions should be directly addressed to the Administrator.

IV. How Records are Stored

Tangible Records

Tangible records are those which you must physically move to store, such as paper records (including records printed versions of electronically saved documents), photographs, audio recordings, advertisements and promotional items. Active records that are retained as set forth in the Retention Schedule and need to be easily accessible may be stored in Voices' administration space or equipment. Inactive tangible records that are retained as set forth in the Retention Schedule may be sent to an off-site storage facility.

Electronic Records

Electronic mail ("e-mail") that is required to be retained as set forth in the Retention Schedule should be either printed and stored as tangible records or stored electronically.

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V. Destruction/Deletion of Records

Tangible Records

Tangible records that are not required to be retained as set forth in the Retention Schedule should be destroyed by shredding or some other means that will render them unreadable. If you have a record that you do not know how to destroy, such as a photograph, compact disk, or tape recording, ask the advice of the Administrator.

Electronic Records

E-mail records that you "delete" from a device typically remain in Voices' system. Thus, Voices information technology ("IT") staff or vendor will be responsible for permanently removing deleted emails from the computer system that are not required to be retained as set forth in the Retention Schedule. Permanently deleting a file is usually sufficient in most circumstances to dispose of a record. However, because electronic records can be stored in many locations, Voices' IT staff or vendor will be responsible for permanently removing deleted files from the entire system. Keep in mind, where duplicate records are involved, both/all copies should be destroyed/deleted, where proper.

Email that is considered SPAM or advertising and is not necessary to the discharge of an official duty may be immediately deleted.

VI. Suspension of Record Disposal in the Event of Litigation, Investigation, or Claims

In the event Voices is served with a document subpoena, or an employee becomes aware of a governmental investigation or audit concerning Voices or the commencement of any litigation against or concerning Voices, such employee shall inform the Administrator and any further disposal of documents shall be suspended until such time as the Administrator, with the advice of legal counsel, determines otherwise ("Legal Hold"). A Legal Hold will always supersede any retention period noted in **Appendix A** below. The Administrator shall take such steps as is necessary to promptly inform all staff of any suspension in the further disposal of documents.

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APPENDIX A - RECORD RETENTION SCHEDULE

The following types of records will be retained for the following periods of time. At least one copy of each record will be retained according to the following schedule:

A. **CORPORATE RECORDS**

Document	**Time Period**
Articles of Incorporation *(including all amendments*)	Permanent
Corporate Bylaws	Permanent
IRS Application for Tax Exempt Status (Form 1023)	Permanent
IRS Letter of Determination granting tax-exempt status	Permanent
State Application for Tax Exempt Status (Form 3500)	Permanent
State Determination Letter granting tax-exempt status	Permanent
Board Policies/Resolutions	Permanent
Board and Committee Meeting Minutes, including the text of a rule, regulation, policy or resolution not set forth verbatim in the minutes but included therein by reference.	Permanent
Sales Tax Exemption Documents	Permanent
Tax ID Number Designations	Permanent
Licenses and Permits	Permanent
Annual Reports	Permanent
School Employee Directories	Permanent
Employee Newsletters and Handbooks	Permanent
Yearbooks and Other School Publications	Permanent

B. **FINANCIAL RECORDS**

Document	**Time Period**
Chart of Accounts	Permanent
Fiscal Policies and Procedures	Permanent
Audits	Permanent
Financial Statements	Permanent
General Ledger	Permanent
Average Daily Attendance Reporting	Permanent
Official budgets for each fiscal year	Permanent
All detailed records related to land building and equipment.	Permanent
Real estate closing statements	Permanent
Average Daily Attendance Reports, including reports for the first and second interim reporting periods (P-1 and P-2)	Permanent
Financial report of all funds, including cafeteria and student body funds	Permanent

Records relating to loans, bonds, receivable sales, or any other liability.	Permanent
Check Registers/Books	7 years
Business Expenses Documents	7 years
Bank Statements and Bank Deposit Slips	7 years
Cancelled Checks	7 years
Invoices	7 years
Investment Records (deposit, earning, withdrawals)	7 years
Property and Asset inventories	7 years
Petty cash receipts /documents	7 years
Credit card receipts	7 years
Travel, Transportation, Entertainment and Gift Expenses (specific recordkeeping rules apply to these expenses. For more information, see IRS Publication 463).	3 years from the date you file an income tax return on which a deduction or item of income is claimed.[1]

C. **INSURANCE RECORDS**

Document	**Time Period**
Property Insurance Policy	Permanent
Directors and Officers Insurance Policy	Permanent
Workers' Compensation Insurance Policy	Permanent
General Liability Insurance Policy	Permanent
Insurance Claims Applications	Permanent
Insurance Disbursements/Denials	Permanent

D. **CONTRACTS**

Document	**Time Period**
All Insurance Contracts	Permanent
Construction Contracts	Permanent
Loan/Mortgage and Real Estate Documents	Permanent
Leases/Deeds	Permanent
Vendor Contracts	7 years
Warranties	7 years

E. LEGAL RECORDS

Document	**Time Period**
Legal Correspondence	Permanent

[1] If the nonprofit does not file a return, or a fraudulent return is filed, records must be kept indefinitely.

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Litigation Files	Permanent
Court Orders	Permanent
Trademark and Copyright Registrations	Permanent

F. **DONATIONS / FUNDRAISING RECORDS**

Document	**Time Period**
Grant Dispersal Contract	Permanent
Donor Lists	7 years
Grant Applications	7 years
Donor Acknowledgments	7 years
All requested IRS/grantee correspondence including determination letters and “no change” in exempt status letters	7 years
All evidence of returned grant funds	7 years

G. **MANAGEMENT PLANS AND PROCEDURES**

Document	**Time Period**
Strategic Plan	7 years
Staffing, programs, marketing, finance, fundraising and evaluation plans	7 years
Disaster Recovery Plan	7 years

H. PERSONNEL RECORDS

General Principle: Pension documents and supporting employee data shall be kept in such a manner that can establish at all times whether or not any pension is payable to any person and if so, the amount of such pension.

Document	**Time Period**
Employment and Performance ● Employment contacts/agreements ● Training and testing ● Performance goals ● Performance evaluations ● Written feedback and commendations ● Promotions and demotions ● Letters of reprimand and discipline ● Performance Improvement Plans ● Termination, resignation, lay-offs, etc.	Permanent
Recruitment, Hiring and Job Placement Records ● Job applications ● Job descriptions	4 years after separation, or for the duration of any claim or litigation

● Resumes ● Letters of recommendation ● Job advertisements/postings ● Results of non-medical pre-employment tests ● Offers of employment ● Signed pre-employment disclosures (employee handbook acknowledgment, complaint procedures, etc.) ● Employee training (harassment prevention, mandated reporting, etc.) ● Employee certificates, credentials, licenses, and other evidence of qualifications ● Certificate of criminal background check clearance (or failure)	
Employee Medical Leave Records (PDL, FMLA, CFRA, etc.) * ● Requests for leave** ● Health care provider notes ● Leave calculations ● Records of disputes regarding leave ● Employee benefits related to leave ● Leave policies	4 years after separation * Records that contain employee confidential medical information should be retained in a separate, secure file. **Sick leave record is **permanent**.
Employee Wage Records ● Wage rates and calculations ● Shift schedules (hours and days) ● Time cards ● Individual calculations for absences, sick days, vacation days, etc. ● Itemized wage statements/pay stubs	3 years after separation Note: If a record is both a *wage record* and a *payroll record*, follow the longer retention period.
Employee Payroll Records ● Employee name, address, age, and occupation ● Individual wage records ● Regularly hourly rate ● Hours worked (daily/weekly) ● Weekly overtime earnings ● Daily and weekly straight time earnings ● Deductions from or additions to wages ● Wages paid each pay period ● Pay dates and pay periods	Permanent

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● Unemployment Insurance Records	
Employment Eligibility (I-9 Forms)	The later of (a) 1 year after separation, or (b) 3 years from date of hire.
Employee Health Records* ● First-aid records ● Job injuries (causing loss of work time) ● Drug and alcohol test records	5 years after separation * Records that contain employee confidential medical information should be retained in a separate, secure file.
Employee Workers' Compensation Records ● Copies of claim forms ● Reports of occupational injury or illness ● Letters of denial of benefits ● Reports to the Division of Workers' Compensation ● Benefits paid ● Estimates of future benefits ● Applications to the Workers' Compensation Appeals Board ● Orders and Awards of the Workers' Compensation Appeals Board	5 years after date of injury and 2 years after claim has been closed. * Records that contain employee confidential medical information should be retained in a separate, secure file.
Employee Benefit Records ● Benefits elections ● Beneficiary designations ● Eligibility determinations ● COBRA notices ● Summary plan descriptions ● Other welfare benefit plan information (life, health, disability, long-term care, post-retirement medical)	6 years after separation, but not less than 1 year following a plan termination. * Records required to determine retirement benefits, including 401(k) and similar plans, must be kept indefinitely.
Chemical Safety and Toxic Exposure Records	30 years after separation (medical records of employees who have worked for less than (1) year for the employer need not be retained beyond the term of employment if they are provided to the

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	employee upon the termination of employment)

I. TAX RECORDS

General Principle: Voices must keep books of account or records as are sufficient to establish the amount of gross income, deductions, credits, or other matters required to be shown in any tax return or audit.

These documents and records shall be kept for as long as the contents thereof may become material in the administration of federal, state, and local income, franchise, sales and property tax laws.

Document	Time Period
IRS Annual Tax Filing Form 990	Permanent
FTB Annual Form 199	Permanent
Payroll Registers	Permanent
IRS Form 1099 Filings	Permanent
Payroll tax returns and withholding returns	Permanent
Earnings records	Permanent
W-2 statements	Permanent

J. STUDENT RECORDS

Document	Time Period
Mandatory Permanent (Original or copy)	Permanent (even after student leaves the charter school)
(A) Legal name of student	
(B) Date of Birth	
(C) Method of verification of birth	
(D) Sex of student	
(E) Place of birth	
(F) Name and address of parent of minor student	
- Address of minor student if different than above.	
- An annual verification of the name and address of the parent and the residence of the student.	
(G) Entering and leaving date of each school year and for any summer session or other extra session	
(H) Subjects taken during each year, half-year, summer session or quarter	

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(I) If marks or credit are given, the mark or number of credits toward graduation allows for work taken.	
(J) Verification of or exemption from required immunizations	
(K) Date of high school graduation or equivalent	
(L) Related Master Agreement (independent study) student documents	
Mandatory Interim (Original or copy)	
(A) A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible pupil, or a dependent adult pupil, or an adult pupil, or the custodian of records.	
(B) Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.	
(C) Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.	At least 3 school years after the student leaves the charter school or usefulness ceases.
(D) Language training records.	
(E) Progress slips and/or notices as required by Education Code Sections 49066 and 49067.	
(F) Parental restrictions regarding access to directory information or related stipulations.	
(G) Parent or adult pupil rejoinders to challenged records and to disciplinary action.	
(H) Parental authorizations or prohibitions of pupil participation in specific programs.	
(I) Results of standardized tests administered within the preceding three years.	
(J) Expulsion order	
(K) Independent Study Records, including but not limited to independent study agreements, representative samples of student work product, contemporaneous records documenting student attendance, evaluations pursuant to Education Code Section 51747 determining whether it is in the best interest of	4 years

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the pupil to remain in independent study, records of pupil participation or lack of participation in synchronous instruction and live interaction as applicable by grade level, written or computer-based evidence of pupil engagement that includes but is not limited to, a grade book or summary document that for each class, lists all assignments, assessments, and associated grades.	
(L) Documentation of continuous enrollment and satisfactory progress towards a high school diploma for pupils 19 and over.	4 years
Permitted Records (Original or copy)	At least 6 months after the student's completion of or withdrawal from the charter school.
(A) Objective counselor and/or teacher ratings.	
(B) Standardized test results older than three years.	
(C) Routine discipline data *(not including expulsion orders)*.	
(D) Verified reports of relevant behavioral patterns.	
(E) All disciplinary notices *(not including expulsion orders)*.	
(F) Attendance records not used for apportionment or compulsory education *(i.e. attendance rosters, truancy letters, SART/SARB contract, etc.)*	
Miscellaneous	
Individual student injury record for which a claim was filed	Permanent (or if litigated, 4 years settlement / dismissal of the claim)
Individual student injury record for which a claim was not filed.	4 years

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EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY

The Board of Directors of Voices College-Bound Language Academies ("Voices" or "School") adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by the School.

Definitions

- "*Education Record"* An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche that directly relates to a student and is maintained by the School or by a party acting for the School. Such information includes, but is not limited to:
    1. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes.
    2. Grades, test scores, courses taken, academic specializations and school activities.
    3. Special education records.
    4. Disciplinary records.
    5. Medical and health records;
    6. Attendance records and records of past schools attended.
    7. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

  An education record does not include any of the following:

    1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
    2. Records maintained by a law enforcement unit of Voices that were created by that law enforcement unit for the purpose of law enforcement.
    3. In the case of a person who is employed by Voices but not in attendance at Voices, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee, and are not available for any other purpose.

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4. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Voices; or

5. Records that only contain information about an individual after the individual is no longer a student at Voices.

6. Grades on peer-graded papers before they are collected and recorded by a teacher.

- "*Personally Identifiable Information"*: Personally identifiable information ("PII") is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 ("FERPA"). PII includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who Voices reasonably believes knows the identity of the student to whom the education record relates.

- "*Directory Information*": Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Voices may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by Voices pursuant to the FERPA (20 U.S.C. § 1232g).

Voices has designated the following information as directory information:

1. A student's and parents'/guardians' names
2. A student's and parents'/guardians' address
3. Telephone listing
4. Student's and parents'/guardians' electronic mail address
5. Photograph/video
6. Date of birth
7. Participation in officially recognized activities and sports
8. Dates of attendance

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9. Degrees, honors, and awards received

10. Goals attained
11. The most recent educational agency or institution attended by the student
12. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

- "*Parent"*: Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

- "*Eligible Student"*: Eligible student means a student who has reached eighteen (18) years of age.

- "*School Official*: A school official is a person employed by Voices as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Voices. A school official also may include a volunteer for Voices or an independent contractor, consultant, vendor or other party of the School who performs an institutional service or function for which Voices would otherwise use its own employees and who is under the direct control of Voices with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

- *"Legitimate Educational Interest*": A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Disclosure of Directory Information

At the beginning of each school year, Voices shall provide parents and eligible students with a notice containing the following information: 1) The type of PII it designates as directory information; 2) The parent's or eligible student's right to require that Voices not release "directory information" without obtaining prior written consent from the parent or eligible student; and 3) The period of time within which a parent or eligible student must notify Voices in writing of the categories of "directory information" that it may not disclose without the parent's or eligible student's prior written consent. Voices will continue to honor a valid request to opt out of the disclosure of a former student's directory information made while the former student was in attendance unless the student rescinds the opt out request.

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Annual Notification to Parents and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the School shall provide eligible students currently in attendance and parents of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;

2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;

3. Consent to disclosures of PII contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;

4. File with the U.S. Department of Education a complaint concerning alleged failures by the School to comply with the requirements of FERPA and its promulgated regulations; and

5. Request that the School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;

2. The procedure for requesting amendment of records;

3. A statement that the School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer; and

4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Parental and Eligible Student Rights Relating To Education Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the Principal. Within five (5) business days, the School shall comply with the request.

1. Copies of Education Records

   The Charter School will provide copies of requested documents within five (5) business days of a written request for copies. The School may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

2. Request for Amendment to Education Records

   Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the Executive Director or designee to correct or remove any information in the student's education record that is any of the following:

   a. Inaccurate.
   b. Misleading.
   c. In violation of the privacy rights of the student.

   School will respond within thirty (30) days of the receipt of the request to amend. The School's response will be in writing and if the request for amendment is denied, the School will set forth the reason for the denial and inform the parent or eligible student of their right to a hearing challenging the content of the education record.

   If the Executive Director sustains any or all of the allegations, the Executive Director must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing. However, the Executive Director shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

   If the Executive Director sustains the parent or eligible student's request to change the student's name and/or gender, the School shall add a new document to the student's record that includes all of the following information:

   a. The date of the request.
   b. The date the requested records were corrected.
   c. A list of the records requested to be corrected.
   d. The type of documentation, if any, provided to demonstrate a legal change to the student's name and/or gender. The parent or guardian of the student is not required to provide documentation of a legal change to the student's name and/or gender.
   e. The name of the employee who completed the request.

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f. The student's corrected and former names and/or genders.

The School shall immediately update a **former** student's records to include the student's updated legal name or gender if the School receives government-issued documentation demonstrating that the former student's legal name or gender has been changed.

Acceptable government issued identification includes but is not limited to:

a. State-issued driver's license.
b. Birth certificate.
c. Passport.
d. Social security card.
e. Court order indicating a name change or a gender change, or both.

If requested by the former student, the School shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by School include, but are not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents conferred upon the former student.

If a former student requests that their name or gender be changed and the requested records are reissued, the School shall add a new document to the former student's file that includes all of the following:

a. The date of the request.
b. The date the requested records were reissued to the former student.
c. A list of the records that were requested by, and reissued to, the former student.
d. The type of documentation provided by the former student in order to demonstrate the legal name or gender change.
e. The name of the school district, charter school, or county office of education staff person that completed the request.
f. The current and former name or gender of the former student.

3. Hearing to Challenge Education Record

If the Executive Director or designee denies a parent/guardian or eligible student's request to amend an education record, the parent/guardian or eligible student may, within thirty (30) days of the denial, request in writing that the parent/guardian or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student. Notice of the date, time and place of the hearing will be sent by the School to the parent or eligible student no later than twenty (20) days before the hearing.

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Parent/Guardian or Eligible Student Rights at the Hearing

- To present information and evidence concerning a clerical or recording error in the education record which needs to be corrected. The hearing is not an opportunity to review substantive decisions by Voices concerning evaluation of academic work or outcomes of disciplinary proceedings.

- To have the hearing adjudicated by a hearing entity that does not have a direct interest in the outcome of the hearing;

- To be advised by one or more individuals, including counsel at their own expense;

- To have a full and fair opportunity to present evidence concerning requested corrections to the education record;

- To receive, within a reasonable period of time after the hearing, but not more than thirty (30) business days, a written decision based solely on the evidence provided at the hearing. The decision will include a summary of evidence and reasons for the decision; and

- To submit a statement into the student's education record commenting on the contested portion of the record which will be provided to any person who later views that portion of their education record, if the amendment is denied.

Voices Rights and Responsibilities When a Hearing is Requested

- Voices shall appoint a neutral hearing entity that does not have a direct interest in the hearing outcome to preside over the hearing in accordance with FERPA requirements. The hearing shall in all respects be under the control of the hearing entity and shall not be subject to formal rules of evidence or procedure. The hearing entity may be either 1) a neutral hearing officer who is appointed by the Board Chair, and a Voices employee, or 2) the Voices Board of Directors.

- Voices shall deny a request for a hearing when the proposed amendment to the education record includes anything more than correcting clerical errors.

- Voices shall schedule a hearing within a reasonable time, but not more than thirty (30) business days, after receiving the hearing request.

- Voices shall provide evidence to the hearing entity to support the previous determination not to amend the student's education record.

Role of the Hearing Entity

- To allow the parent/guardian or an eligible student the opportunity to present evidence relevant to the issues raised. The hearing entity has the right to

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determine whether particular evidence presented is relevant to the record and issue(s) in question.

- To make their decision solely on the evidence presented at the hearing.
- To provide the parent/guardian or eligible student with a written decision, including a summary of the evidence and reason for the decision within a reasonable period of time after the hearing.

Outcome

If the hearing entity finds that the record is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, Voices will amend the record accordingly. The parent/guardian or eligible student will be notified in writing of the correction. If the hearing entity finds that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, Voices will notify the student of the right to place a statement in the record commenting on the contested portion of the record, or stating why the student disagrees with the decision not to amend, or both. Voices will maintain this statement with the contested portion of the student's education record for as long as the record is maintained. The statement will be disclosed whenever the Charter School is required to disclose the portion of the record to which the statement relates.**Disclosure of Education Records and Directory Information**

Voices must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records and Voices shall provide the requestor with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

The School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below and Voices must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, the School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that Voices will not release information to third parties for immigration-enforcement purposes, except as required by

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law or court order.

The Charter School will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;

2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Voices will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Voices will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Voices will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;

3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;

4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

5. Organizations conducting certain studies for the School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

6. Accrediting organizations in order to carry out their accrediting functions;

7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;

9. Persons who need to know in cases of health and safety emergencies;

10. State and local authorities, within a juvenile justice system, pursuant to specific State law;

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11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Voices for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Voices; and/or

12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Voices with respect to that alleged crime or offense. The School may disclose the final results of the disciplinary proceeding, regardless of whether Voices concluded a violation was committed.

Solicitation and Disclosure of Student Information for Immigration Purposes

The School shall observe the following:

1. Except as required by state or federal law or as required to administer a state or federally supported education program, School officials and employees will not collect information or documents regarding citizenship or immigration status of students or their family members.

2. If the School possesses information that could indicate immigration status, citizenship status, or national origin information, School will not use the acquired information to discriminate against any student or families or bar children from enrolling in or attending school.

3. If parents or guardians choose not to provide information that could indicate their or their children's immigration status, citizenship status, or national origin, School will not use such actions as a basis to discriminate against any students or families or bar children from enrolling or attending school.

4. The School will not allow school resources or data to be used to create a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

5. The School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order. Except for investigations of child abuse, child neglect, or child dependency, or when the subpoena served on the School prohibits disclosure, School shall provide parental or guardian notification of any court orders, warrants, or subpoenas before responding to such requests.

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Board Policy #: (SP) 04
Adopted/Ratified: 06/01/2018
Revision Date: 06/25/2024

The parent, guardian, or eligible student is not required to sign the consent form. If the parent, guardian or eligible student refuses to provide written consent for the release of student information that is not otherwise subject to release, School shall not release the information. School will permanently keep the consent notice with the record file.

School personnel shall take the following steps upon receiving an information request related to a student's or family's immigration or citizenship status:

1. Notify a designated School official about the information request.

2. Provide students and families with appropriate notice and a description of the immigration officer's request.

3. Document any verbal or written request for information by immigration authorities.

4. Unless prohibited, provide students and parents/guardians with any documents issued by the immigration-enforcement officer.

Contract for Digital Storage, Management, and Retrieval of Student Records

The School may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code section 49073.1 and other applicable state and federal laws.

Record Keeping Requirements

Voices will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.
For disclosures of PII to institutions that make disclosures of the information on behalf of the School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Voices and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents or eligible students, Voices officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

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The records relating to disclosures of PII may be inspected by parents and eligible students, Voices officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of the School.

Student cumulative records may not be removed from the premises of Voices, unless the individual removing the record has a legitimate educational interest, and is authorized by the Principal, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.).

Complaints

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-8520

Record Retention

Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations ("CCR") sections 431 through 438, per the following:

- "*Mandatory Permanent Student Records*": must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
    1. Legal name of student
    2. Date of birth
    3. Method of verification of birth date
    4. Sex of student
    5. Place of birth
    6. Name and address of parent of minor student
    7. Address of minor student if different than above
    8. An annual verification of the name and address of the parent and the residence of the student
    9. Entering and leaving date of each school year and for any summer session or other extra session Subjects taken during each year, half year, summer session or quarter

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10. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
11. Verification of or exemption from required immunizations
12. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled or intends to enroll. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

- *"Mandatory Interim Student Records"*: Must be maintained until judged to be disposable defined as "when the student leaves the charter school or when their usefulness ceases." These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
    1. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the legal parent or guardian or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
    2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver
    3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge
    4. Language training records
    5. Progress slips and/or notices
    6. Parental restrictions regarding access to directory information or related stipulations.
    7. Parental or adult student rejoinders to challenged records and to disciplinary action
    8. Parental authorizations or prohibitions of student participation in specific programs
    9. Results of standardized tests administered within the preceding three years

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled or intends to enroll. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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- *"Permitted Student Records":* may be maintained and may be destroyed when their usefulness ceases or after six (6) months following the student's completion or withdrawal from school. These records are defined as:
    1. Objective counselor and/or teacher ratings
    2. Standardized test results older than three years
    3. Routine discipline data
    4. Verified reports of relevant behavioral patterns
    5. All disciplinary notices
    6. Attendance records not covered in 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student is enrolling. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

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TITLE IX POLICY PROHIBITING DISCRIMINATION ON THE BASIS OF SEX

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of the Voices College-Bound Language Academies ("Voices" or "Charter School") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

Voices does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] Voices will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Voices' education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Voices does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to Voices Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Voices. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment

Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Voices to provide an aid, benefit, or service under Voices' education program or activity

[1] Voices complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Voices' education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    - The degree to which the conduct affected the complainant's ability to access Voices' education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within Voices' education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in Voices' education program or activity.

- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.

- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.

- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

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  - Fear for the person's safety or the safety of others; or
  - Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Voices.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
  - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.
  - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive,

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sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Voices' education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Voices' Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Voices' education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Voices that objectively can be understood as a request for Voices to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Voices whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Voices has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Voices' prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Voices' education program or activity, including measures that are designed to protect the safety of the parties or Voices' educational environment; or (2) provide support during Voices' grievance procedures or during an informal resolution process.

Title IX Coordinator

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Board Policy #: (SSP) 09
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The Board of Directors of Voices ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Armando Arteaga
Director
6840 Via del Oro #205, San Jose, CA 95119
aarteaga@voicescharterschool.com
(408) 791-1609

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Deanna Flores
Chief
6840 Via del Oro #205, San Jose, CA 95119
dflores@voicescharterschool.com
(408) 791-1609

The Coordinator is responsible for coordinating Voices' efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Voices' consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Voices will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy
Voices acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation
Voices prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Voices from requiring an employee or other person authorized by Voices to provide aid, benefit, or service under Voices' education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees
Contact information for the confidential employees at Voices, if any, can be found on the Voices' website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and

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- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination
When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;
- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Voices could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Voices from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Voices' education program or activity.

Supportive Measures

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Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Voices' educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Chief Executive Officer via email at aldoramirez@voicescharterschool.com, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Voices' decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Voices' Title IX grievance procedures, Voices may offer an informal resolution process to the parties. Voices does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;

- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Voices for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Voices will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Voices has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints of made by students, employees, or other individuals who are participating or attempting to participate in Voices' education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Voices requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Voices will treat complainants and respondents equitably. Voices presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Voices may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Voices allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be

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submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Voices will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Voices will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, Voices will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Voices may dismiss a complaint if:

- Voices is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Voices' education program or activity and is not employed by Voices;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Voices determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Voices determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Voices will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

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- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Voices policy.

Appeal of a Dismissal
If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations
Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Voices' grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Voices;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Voices provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

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Emergency Removal
Voices may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Voices' policies.

Voices may remove a respondent from Voices' education program or activity on an emergency basis, in accordance with Voices' policies, provided that Voices undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation
Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Voices has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Voices to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Voices obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it. The parties'

timely submitted written responses, if any, will be considered by the investigator and decisionmaker before a determination of responsibility is made.

Voices will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility
Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility
Should a party find Voices' determination unsatisfactory, the party may, within five (5) business days of notice of Voices' determination, submit a written appeal to the Chair of the Voices Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal must not have taken part in the investigation of the allegations.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Voices or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Voices including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Voices' education program or activity.

No party, witness, or other person participating in Voices' grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Voices' determination whether sex discrimination occurred.

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Student Pregnancy and Related Conditions

Voices will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Voices employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Voices' education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Voices' obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Voices' Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Voices leave policy for which the student qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.

Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing Voices' grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Voices will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Voices took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Voices will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

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VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Voices to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____
Signature of Complainant

_____
Print Name

<u>To be completed by Voices</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____
4865-0469-8049, v. 2

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UNIFORM COMPLAINT POLICY AND PROCEDURES

Voices College-Bound Language Academies ("Charter School") complies with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Consolidated Categorical Aid Programs;
   - Every Student Succeeds Act;
   - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - School Safety Plans; and/or

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

   b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their

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families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If the Charter School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, Charter School shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or Charter School and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If Charter School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c),

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225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Charter School acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis. Charter School shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Chief Executive Director
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609

The Executive Director or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Executive Director or designee.

Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chairperson of the Charter School Board of Directors.

Notifications

The Director of Human Resources or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on Charter School's website.

The Charter School shall annually provide written notification of Charter School's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

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The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in the Charter School speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that Charter School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that Charter School is operating pursuant to Title 22 licensing requirements.

3. A statement that Charter School is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of Charter School's Decision, except if Charter School has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals Charter School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

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9. A statement that if Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of Charter School's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Executive Director or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Executive Director or designee shall be made in writing. The period for filing may be extended by the Executive Director or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Executive Director shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation

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is the date on which the Charter School Board of Directors approved the LCAP or the annual update was adopted by Charter School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.
The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in

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a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision

Charter School shall issue an investigation report (the "Decision") based on the evidence. Charter's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of Charter's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. Charter School's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether Charter School is in compliance with the relevant law.

3. Corrective actions, if Charter School finds merit in the complaint and any are warranted or required by law.

4. Notice of the complainant's right to appeal Charter School's Decision within thirty (30) calendar days to the CDE, except when Charter School has used its UCP to address complaints that are not subject to the UCP requirements.

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and the employee was informed of Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with Charter School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, Charter School]'s Decision lacks material findings of fact necessary to reach a conclusion of law.

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3. The material findings of fact in Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in Charter School's Decision is inconsistent with the law.

5. In a case in which Charter School's Decision found noncompliance; the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Executive Director or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.

2. A copy of the Decision.

3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.

4. A report of any action taken to resolve the complaint.

5. A copy of the Charter School's complaint procedures.

6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to Charter School for resolution as a new complaint. If the CDE notifies Charter School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, Charter School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

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The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, Charter School has not taken action within sixty (60) calendar days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

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Board Policy #: (SP) 09
Adopted/Ratified: 12/12/2021
Revision Date: 06/25/2024

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____

Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Consolidated Categorical Aid Programs	☐ Every Student Succeeds Act	☐ School Plans for School Achievement
☐ Pregnant, Parenting, or Lactating Students	☐ Local Control Funding Formula/ Local Control and Accountability Plan	☐ School Safety Plan
☐ Pupil Fees	☐ Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families	

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Board Policy #: (SP) 09
Adopted/Ratified: 12/12/2021
Revision Date: 06/25/2024

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Gender / Gender Expression / Gender Identity
- Genetic Information
- Immigration Status/Citizenship
- Marital Status
- Medical Condition
- Nationality /National Origin
- Race or Ethnicity
- Religion
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

Board Policy #: (SP) 09
Adopted/Ratified: 12/12/2021
Revision Date: 06/25/2024

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Executive Director
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609

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Board Policy #: (SP) 15 WCC
Adopted/Ratified: 06/09/2017
Revision Date: 06/25/2024

SUSPENSION AND EXPULSION POLICY AND PROCEDURES : WEST CONTRA COSTA

Policy

Voices College-Bound Language Academies at West Contra Costa ("Charter School")t has established the Suspension and Expulsion Policy and Procedures in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Family Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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Board Policy #: (SP) 15 WCC
Adopted/Ratified: 06/09/2017
Revision Date: 06/25/2024

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

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a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

m) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

2) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School."Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or

attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

t) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

u) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

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l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.

m) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 8, inclusive.

r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

n) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

"

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with their academic performance.

   iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, video, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

s) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

t) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than

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one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the

Principal or Principal's designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by a recommendation for expulsion from the Principal. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a member of the Charter School Board of Directors and shall be presided over by a designated neutral hearing chairperson.'. The Administrative Panel may expel any student found to have committed an expellable offense.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel.

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A student and the student's parent/guardian may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a

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copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in

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another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the student shall immediately be returned to their previous educational program.

J.Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority or the district of residence (if different than the chartering authority) within thirty (30) days of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (at the Board's next regularly scheduled meeting), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within five (5) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

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M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel or Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student

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that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change) and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

a. If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

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a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the

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education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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SUSPENSION AND EXPULSION POLICY AND PROCEDURES : MORGAN HILL

Policy

Voices College-Bound Language Academy Morgan Hill ("Morgan Hill" or "Charter School") has established this Pupil Suspension and Expulsion Policy and Procedures in order to promote learning and protect the safety and wellbeing of all students at Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Voices Principal's office.

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

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a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational

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environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe,

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or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

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a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.
c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

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j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be

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sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a

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telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is

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suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expuzlsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

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A student may be expelled by an Administrative Panel following a hearing before it, and preceded by a recommendation for expulsion from the principal. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. The Administrative Panel may expel any student found to have committed an expellable offense.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel.

A student and the student's parent/guardian may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination, whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is

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prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have

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their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority or the district of residence (if different than the chartering authority) within thirty (30) days of the expulsion. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (at the Board's next regularly scheduled meeting), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The principal or designee will send written notice to the student or parent/guardian of the Board's decision within five (5) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final.

The Board of Directors may also determine to suspend the enforcement of the expulsion order

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for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors or Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the

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student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

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In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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SUSPENSION AND EXPULSION POLICY AND PROCEDURES: STOCKTON

Policy

Voices College-Bound Language Academies at Stockton ("Charter School") has established the Suspension and Expulsion Policy and Procedures in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Family Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

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b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

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o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.

m) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.

n) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        (a) Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or

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attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

o) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

s) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

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k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

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r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

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ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than

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one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the

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Principal or Principal's designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel following a hearing before it, and preceded by a recommendation for expulsion from the Principal. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a member of the Charter School's governing board and shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel.

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A student and the student's parent/guardian may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5)

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days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

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10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of

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fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority or the district of residence (if different than the chartering authority) within thirty (30) days of the expulsion. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.**K. Disciplinary Records**

L. The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.**Right to Appeal**

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (at the Board's next regularly scheduled meeting), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within five (5) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by

parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors or Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.**Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

1. Notification of SELPA

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the

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conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

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b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

a. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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SUSPENSION AND EXPULSION POLICY AND PROCEDURES: MOUNT PLEASANT

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Voices College-Bound Language Academies – Mount Pleasant, ("Charter School"). This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

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a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

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t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with their academic performance.
      iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

   2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      i. A message, text, sound, video, or image.
      ii. A post on a social network Internet Web site including, but not limited to:
         (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
         (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
         (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means

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a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal's or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal's or designee's concurrence.

b) Brandished a knife at another person.

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c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.Possessed an imitation firearm,

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i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

l) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

m) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

n) Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

p) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

q) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.

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r) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

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(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

t) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

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u) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal's or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than

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one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.
The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the

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Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

1) This determination will be made by the Principal or designee upon either of the following: the student's presence will be disruptive to the education process; or
2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel following a hearing before it, and preceded by a recommendation for expulsion from the Principal. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel of any student found to have committed an expellable offense.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and

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return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel..

A student and the student's parent/guardian may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case and make a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness

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and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact. The final shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the student shall immediately be returned to their previous educational program.

J. Written Notice to Expel

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Board Policy #: (SP) 15 MP
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Revision Date: 06/25/2024

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority or the district of residence (if different than the chartering authority) within thirty (30) days of the expulsion. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened, (at the next regularly scheduled Board meeting), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within five (5) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students including individuals with exceptional needs as defined in Education Code Section 56026.The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

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M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors or Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The principal or designee shall make a recommendation to the Board following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.**R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities**

1. Notification of SELPA

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student

that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

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c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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SUSPENSION AND EXPULSION POLICY AND PROCEDURES: "FLAGSHIP"

Policy

Voices College-Bound Language Academy ("Charter School") has established the Suspension and Expulsion Policy and Procedures in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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1. Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

    1. Caused, attempted to cause, or threatened to cause physical injury to another person.

    2. Willfully used force or violence upon the person of another, except self-defense.

    3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    5. Committed or attempted to commit robbery or extortion.

    6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

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8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

15. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious

bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        3. Causing a reasonable student to experience substantial interference with their academic performance.
        4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    1. Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of cyber sexual bullying.
    1. For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    2. For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

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21. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

22. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

    1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

    2. Brandished a knife at another person.

    3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

    4. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

    1. Caused, attempted to cause, or threatened to cause physical injury to another person.

    2. Willfully used force or violence upon the person of another, except self-defense.

    3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

    4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

    5. Committed or attempted to commit robbery or extortion.

    6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

    7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

8. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

15. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially

recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

16. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

17. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

18. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.

19. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        3. Causing a reasonable student to experience substantial interference with their academic performance.

4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

    1. A message, text, sound, video, or image.
    2. A post on a social network Internet Web site including, but not limited to:
        1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        3. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    3. An act of cyber sexual bullying.
        1. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other

visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

2. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

21. A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

22. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type,

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the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Brandished a knife at another person.

3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

4. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

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At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

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D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by a recommendation for expulsion from the Principal. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student or a member of the Charter School Board of Directors and shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may expel any student found to have committed an expellable offense.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel..

A student and the student's parent/guardian may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.

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2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

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3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

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9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the student shall immediately be returned to their previous educational program.

10. **Written Notice to Expel**

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority or the district of residence (if different than the chartering authority) within thirty (30) days of the expulsion.. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

11. **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

12. **Right to Appeal**

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Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (at the next regularly scheduled Board meeting) at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within five (5) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel or Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of

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review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward

meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

1. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

1. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
2. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
3. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter

School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the

behavior is determined to be a manifestation of the student's disability in cases where a student:

1. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

4864-8001-7199, v. 2

Coversheet

Rescind Combined Title IX Harassment, Intimidation Discrimitation & Bullying Policy

Section:	II. Consent Items
Item:	C. Rescind Combined Title IX Harassment, Intimidation Discrimitation & Bullying Policy
Purpose:	Vote
Submitted by:	
Related Material:	Title IX Harassment Intimidation Discrim. & Bullying Policy 06.15.23.pdf

Board Policy #: (SSP) 02
Adopted/Ratified: 12/12/2019
Revision Date: 06/15/2023

Title IX, Harassment, Intimidation, Discrimination, And Bullying Policy

Discrimination sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Voices prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Voices staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Voices will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Voices does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. Voices will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Voices complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Board Policy #: (SSP) 02
Adopted/Ratified: 12/12/2019
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Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Director of Human Capital
6840 Via Del Oro #160,
San Jose, CA 95119
408-791-1609
HR@voicescharterschool.com

Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by Voices.

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Voices is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    - Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    - Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Voices.

* "Reasonable student" is defined as a student, including, but not limited to, an exceptional needs student, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
    a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Voices' education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Voices investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Voices' education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

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Board Policy #: (SSP) 02
Adopted/Ratified: 12/12/2019
Revision Date: 06/15/2023

Bullying and Cyberbullying Prevention Procedures

Voices has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Voices advises students:

a. To never share passwords, personal data, or private photos online.
b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
d. To consider how it would feel receiving such comments before making comments about others online.

Voices informs Charter School employees, students, and parents/guardians of Voices' policies regarding the use of technology in and out of the classroom. Voices encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

Voices employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Voices advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Voices and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Voices' bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Voices informs Voices employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development

Voices annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Voices employees who have regular interaction with students.

Voices informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Voices, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and

- Students with physical or learning disabilities.

Voices encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Voices' students.

Grievance Procedures

1. Scope of Grievance Procedures

Voices will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;

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b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to Voices UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Voices will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Director of Human Resources
6840 Via Del Oro #160
San Jose, CA 95119
408-791-1609
HR@voicescharterschool.com

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Voices will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Voices acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Voices prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Voices' education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Voices' educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus

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escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Voices will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Voices to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- Notice of the Allegations

    - Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

        - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

        - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

        - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

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        - A statement that Voices prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- Emergency Removal

    - Voices may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Voices' policies.

    - Voices may remove a respondent from Voices' education program or activity on an emergency basis, in accordance with Voices' policies, provided that Voices undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

    - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

- Informal Resolution

    - If a formal complaint of sexual harassment is filed, Voices may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Voices offers such a process, it will do the following:

      Provide the parties with advance written notice of:

        - The allegations;

        - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

        - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

        - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

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        - Obtain the parties' advance voluntary, written consent to the informal resolution process.

    - Voices will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- Investigation Process

    - The decision-maker will not be the same person(s) as the Coordinator or the investigator. Voices shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

    - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

    - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

    - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

    - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

    - Prior to completion of the investigative report, Voices will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.

    - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

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- Dismissal of a Formal Complaint of Sexual Harassment

    - If the investigation reveals that the alleged harassment did not occur in Voices' educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Voices policy.

    - Voices may dismiss a formal complaint of sexual harassment if:

        - The complainant provides a written withdrawal of the complaint to the Coordinator;

        - The respondent is no longer employed or enrolled at Voices; or

        - The specific circumstances prevent Voices from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.

    - If a formal complaint of sexual harassment or any of the claims therein are dismissed, Voices will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- Determination of Responsibility

    - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

    - Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

    - Voices will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

        - The allegations in the formal complaint of sexual harassment;

        - All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

        - The findings of facts supporting the determination;

        - The conclusions about the application of Voices' code of conduct to the facts;

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- The decision and rationale for each allegation;
- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Voices or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Voices in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find Voices' resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Voices' decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and Voices will implement appeal procedures equally for both parties.
- Within five (5) business days of Voices' written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from Voices' dismissal of a formal complaint or any allegations therein, on the following bases:
    - Procedural irregularity that affected the outcome of the matter;
    - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and

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  - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

- Voices will notify the other party in writing when an appeal is filed.

- The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Voices will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.

- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.

- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.

- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.

- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

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Board Policy #: (SSP) 02
Adopted/Ratified: 12/12/2019
Revision Date: 06/15/2023

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Voices **to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.**

_____ Date: _____
Signature of Complainant

_____
Print Name

<u>To be completed by the Charter School</u>:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

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Coversheet

Approve Voices Academies Employee Handbook for 24-25

Section:	II. Consent Items
Item:	D. Approve Voices Academies Employee Handbook for 24-25
Purpose:	Vote
Submitted by:	
Related Material:	2024-2025 Voices Employee Handbook FINAL.pdf

College-Bound Language Academies

Employee Handbook
2024-2025

Voices Mount Pleasant 14271 Story Rd., San Jose, CA 95127 (408) 571-6404	Voices West Contra Costa 201 28th St. Richmond, CA 94804 (510) 480-0540	Voices Morgan Hill at Morgan Hill **Community and Cultural Center** 17000 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700)	
Voices "AKA Flagship or Franklin McKinley" 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	Voices Stockton 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	Voices Morgan Hill at **Peak Ave** 17720 Peak Ave. Morgan Hill, CA 95037 (408) 791-1700	Voices Morgan Hill at **Advent** 16870 Murphy Ave. Morgan Hill, CA 95037

Website: www.voicesacademies.org

El Centro

Approved 06/25/2024

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT AN ELECTRONIC SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Voices Academies' Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of Values' Academies policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with Voices Academies. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of Directors of the Voices Academies ("Board"), no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Please return this form within five (5) days of employment.

Employee's Signature: _____ Date: _____

Approved 06/25/2024

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Appendix A Harassment/Discrimination/Retaliation Complaint Form
Appendix B General Complaint Form

Please sign/date, tear out, and return to the School, and retain this Handbook for your reference

I. WELCOME TO VOICES COLLEGE - BOUND LANGUAGE ACADEMIES

Welcome Statement!

On behalf of the Board of Directors ("Board"), staff, and students of Voices College-Bound Language Academies ("Voices, "Voices Academies," or the "School"), we would like to welcome you to our community of learners in pursuit of an excellent education for all children. At Voices Academies, we believe that each one of us has strengths to offer in addition to having areas for growth. We deeply value your commitment to work at Voices Academies and to engage in our collaborative process of learning for all. We are excited to learn and grow with you.

Mission

The mission of Voices Academies is to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

Always working with our mission in mind will enable us to reach our vision. We believe **all** students graduating from Voices Academies will possess the knowledge, skills, and confidence to succeed in any career path they **choose** to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a **heightened awareness of the endless possibilities** for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

With the guidance of teachers and staff, like yourself, who are dedicated to being active participants in a professional learning community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their communities better for those that come after them.

Ultimately, Voices Academies will be a place where:

1. All adults believe all students can learn and achieve at high academic levels.
2. All students are achieving at levels superior to state standards.
3. All students are bilingual, biliterate and bicultural.
4. All students are strong communicators.
5. All students realize their power to construct a new reality for themselves and their communities.
6. All teachers provide differentiated instruction that is standards based and founded on best practices.
7. All teachers' collaboration, planning and instruction is driven by analysis of student achievement data.

This handbook is a guide for Voices Academies' employees as we seek to carry out our important work and achieve our mission.

Handbook Use and Purpose

This Handbook is designed to help employees get acquainted with Voices Academies. It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at Voices Academies. Employees may view Voices Academies' other official policies at **El Centro** or at the front office during regular business hours. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Voices Academies or its employees. In no way does the Handbook replace any official plan documents (i.e., health insurance, retirement plan, etc.) nor does it alter the at-will status of employment with the School, which will govern in all cases. This Handbook supersedes and replaces all prior versions. Voices Academies reserves full discretion to add, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Voices Academies also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Executive Director with Board approval has the authority to enter into any employment or other agreement that modifies Voices Academies' policies. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of Voices.

Employees must sign the acknowledgement form, at the beginning of this Handbook (electronically), and return it to Human Resources. This will provide the School with a record that each employee has received and agrees to comply with the policies within this Handbook.

II. CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

Voices Academies is an equal employment opportunity employer. It is the policy of Voices Academies to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity and gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform

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certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken); and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights at ("CFRA"), or the Fair Employment and Housing Act "FEHA"); or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and applicants and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees. Furthermore, Voices Academies prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on the characteristics noted above.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Voices Academies will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a Voices Academies representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation they need to perform the job, or if unknown, what job duties the disability impairs. Voices Academics will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Voices Academies will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Voices Academies will make the accommodation.

Immigration Compliance

Voices Academies will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, Voices Academies will not check the employment authorization status of current employees, or of applicants who were not offered positions with Voices Academies, unless required to do so by law.

Voices Academies shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Voices Academies shall not discriminate against any individual because they hold or present a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the HR department. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of Voices Academies without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the school will give employees notice of the inspection both before and after it has occurred as required by law.

Employee Classification for Overtime Pay

Voices Academies employees are classified as either exempt or non-exempt from overtime.

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Voices Academies will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Supervisor or designee.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of Voices Academies that all employees are considered "at-will" employees of the School. Accordingly, either Voices Academies or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials or the materials provided to employees in connection with their employment shall require Voices Academies to have "cause" to terminate an employee or otherwise restrict Voices Academies right to release an employee from their at-will employment with Voices Academies. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Voices Academies right to terminate at-will. No Voices Academies representative,

other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Voices Academies that are not consistent with Voices Academies policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Standards of Conduct

Personal Appearance and Conduct

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of Voices Academies in the eyes of the public, each employee must report to work properly groomed, maintaining proper hygiene, wearing appropriate clothing and maintaining a professional appearance that sets a good example for Voices Academies students.

All employees of the school are required to adhere to the following dress code unless given prior approval by the Principal:

- No Jeans (unless worn in a more formal manner i.e., with blazer, belt, and dress shoes)
- No sweats, or sagging pants
- No spaghetti strapped tops or tank tops
- No skin tight garments (i.e. bicycle pants, leggings)
- Clothes that may cause distraction are not acceptable. Specifically, tank tops, muscle shirts, halter tops, exposed backs or midriffs, low cut tops and see-through garments are not permitted
- No flip-flops or casual sandals, staff working outside must wear closed-toe shoes (i.e. playground, field)
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- All skirts, dresses and shorts are to be of a modest length. The hemlines or slits in skirts or dresses shall be no shorter than two inches above the knee
- Other than the Voices Academies clothing or logo, clothing should be free of writing or logos, indecent or inappropriate images, writings, drawings, company advertisements, group names, or suggestive logos are prohibited
- Tattoos with inappropriate images or language must be covered at all times

Failure to comply with the approved dress code may lead to disciplinary action up to and including termination

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

1. Release of confidential information without authorization
2. Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
3. Theft or embezzlement
4. Willful destruction of property
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property
6. Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
7. Engaging in sabotage or espionage (industrial or otherwise)
8. Falsification, fraud or omission of pertinent information when applying for a position
9. Any willful act that endangers the safety, health or wellbeing of another individual
10. Horseplay, fighting or instigating a fight on Voices Academies premises or during Voices' authorized events.
11. Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
12. Misuse of School property or funds
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Gambling on School premises
15. Using or possession of firearms, weapons or explosives of any kind, or any other dangerous weapon, while acting within the course of School of your employment with the school.
16. Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
17. Unprofessional conduct
18. Failure to comply with the School's safety procedures
19. Insubordination- refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
20. Inefficiency including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
21. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Voices Academies property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
22. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.

23. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
24. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
25. Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School.
26. Violations of federal, state or local laws affecting the organization or your employment with the organization
27. Unacceptable job performance
28. Refusal to speak to supervisors or other employees.
29. Dishonesty, immoral or indecent conduct.
30. Violations of the Policy Prohibiting Discrimination, Harassment, and Retaliation.
31. Posting any notices on Voices Academies premises without prior written approval of management, unless posting is on a Voices Academies bulletin board designated for employee postings.
32. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
33. Failure to keep a required license, certification or permit current and in good standing
34. Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
35. Unreported absence of any scheduled workdays
36. Unauthorized use of School equipment, materials, time or property
37. Working unauthorized overtime or refusing to work assigned overtime
38. Abuse of leave
39. Excessive absenteeism or tardiness, excused or unexcused.
40. Sleeping or malingering on the job
41. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Employees should report any act or threat of violence immediately to the Principal or Supervisor.

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or suggestions relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment, intimidation, and retaliation (as outlined in the Policy Prohibiting Discrimination, Harassment, and Retaliation), employees should contact the Principal with their questions or concerns. If the situation is not resolved to their satisfaction, they should contact the Executive Director, in writing, who will further investigate the issue.

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School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Off-Duty Conduct and Outside Employment

While Voices Academies does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects Voices Academies legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by Voices Academies, employees are expected to devote their energies to their jobs with Voices Academies. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Voices Academies.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Voices Academies.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Voices Academies.
- Additional employment that requires the employee to conduct work or related activities on Voices Academies property during the employer's working hours or using Voices Academies facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Voices Academies.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Voices Academies explaining the details of the additional employment. If the additional employment is authorized, Voices Academies assumes no responsibility for it. Voices Academies shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Employees are encouraged to provide as much advance notice as possible of their intent to resign. Although employees have the same right as Voices Academies to terminate the at-will employment relationship with or without notice, with or without cause, should it become necessary for an employee to terminate their at-will employment with Voices Academies, at least four (4) weeks' notice is expected whenever possible. If employees have any questions regarding these policies and procedures, they are encouraged to speak with the Principal or Supervisor. Every Voices Academies employee is an important member of our team. Employees are encouraged to offer suggestions and comments that help to create a more positive work environment and school community.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay if applicable to their position. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Professional Boundaries: Staff/Student Interaction Policy

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;

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6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

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Examples of Specific Behaviors

The following examples are not an exhaustive list:
Unacceptable Staff/Student Behaviors (Violations of this Policy)
These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behaviors intended to be addressed by this policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes.
7. Seeking emotional involvement with a student for your benefit.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(The following behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular student.
3. Sending emails, text messages or letters to students if the content is not about school.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal approval to take students off school property for activities such as field trips or competitions.

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3. E-mails, text, phone, and instant messages to students must be very professional and pertaining to school activities or classes. (Communication should be limited to school technology.)
4. Keeping the door open when alone with a student.
5. Keeping reasonable space between you and your students.
6. Stopping and correcting students if they cross your own personal boundaries.
7. Keeping parents informed when a significant issue develops.
8. Keeping after-class discussions with a student professional and brief.
9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your supervisor if a conflict arises with a student.
11. Informing the Principal about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
14. Asking another staff member to be present if you will be alone with any type of student with special needs.
15. Asking another staff member to be present when you must be alone with a student after regular school hours.
16. Giving students praise and recognition without touching them.
17. Pats on the back, high fives and handshakes are acceptable.
18. Keeping your professional conduct a high priority.
19. Asking yourself if your actions are worth sacrificing your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Voices is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Voices' policy prohibits unlawful harassment, discrimination, and retaliation based upon:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);

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- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights at ("CFRA"), or the Fair Employment and Housing Act "FEHA");
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against based upon the characteristics noted above.

Voices does not condone or tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to Human Resources.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Voices Academies is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including

information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/ Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "General Complaint Form." Complaints that fall within the scope of Title IX will be investigated in accordance with the School's Title IX Policy.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal

relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Voices Academies policy.

Whistleblower Policy

Voices Academies requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action. See **El Centro** for the full policy.

Faculty and Staff Complaint Policy

The purpose of the “Internal Complaint and Resolution” procedures is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

<u>Internal Complaints</u>

(Complaints by Employees Against Employees, excluding termination)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including using conflict resolution per the Internal General Complaint Form and attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Supervisor or designee:

1. The complainant will bring the matter to the attention of the Supervisor as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts. The supervisor or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file their complaint in a signed writing to Human Resources. The Director of Human Resources or designee will then investigate the facts and provide a solution or explanation;
4. If the complaint is about the Executive Director, the complaint may file their complaint in a signed writing to the Chair of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorized a third party investigator on behalf of the board. The Board Chair or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Executive Director (if the complaint concerns the Principal) or the Board Chair (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Executive Director (if a complaint is about the Principal) or the Board Chair (if it is about the Executive Director) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Anti-Nepotism Policy

Consistent with the principle that employees and prospective employees of Voices College-Bound Language Academies shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, ethnicity, gender, religion, sexual orientation, national origin, or any protected classes or other factors not involving professional qualifications and performance, Voices has restrictions, disclosure obligations, procedures, and potential waivers regarding hiring or employing individuals who have a family or personal relationship with other Voices' employees or student(s). All employees are expected to be familiar with this Policy, which is located on **El Centro**. Failure to follow the policy may lead to disciplinary action, up to and including, release from at-will employment.

Confidential Student Information

All information relating to students, including name, photos, schools attended, addresses, contact numbers, or other identifiable information, and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

Staff will have access, on a "right to know" basis, to sensitive information about children, families, staff, and issues and policies under consideration at Voices Academies. It is extremely important to take appropriate confidentiality measures when talking to anyone about the school and its students, families and staff. The Principal should be consulted if there are any questions regarding confidentiality issues.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal, or the Executive

Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Personnel Evaluation and Record Keeping

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Principal. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others.

The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Principal, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Principal will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. Voices' evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment , a personnel file shall be established for each employee. It is each employee’s responsibility to keep Human Resources advised of changes that should be reflected in their personnel file. Such changes include: change in name, change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a Voices representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. Voices will restrict disclosure of personnel files to authorized individuals within Voices. Employees must direct a request for information contained in the personnel file to Human Resources. Only Human Resources is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Voices will cooperate with

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requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Intellectual Property Rights

Voices shall own any employee-created intellectual property under the certain circumstances. All employees are expected to be familiar with this Policy, which is located on **El Centro**. Failure to follow the policy may lead to disciplinary action, up to and including, release from at-will employment.

III. COMPENSATION AND BENEFITS

Employee Compensation

The Board has adopted a teacher pay schedule and determined job specific salary/hourly ranges for other positions.

Faculty and Staff Benefits

Voices Academies provides health, dental, and vision insurance coverage for current full-time staff, provided such coverage is commercially or otherwise available at reasonable cost. Voices will pay the cost of such coverage for full time employees up to the yearly Board approved amount. Health care benefits end on the last day of the last month of employment. Should an employee's last day fall on the last day of the month, then their health benefits will end on that day.

Eligibility

Employees are eligible for medical, dental and vision coverage if they are a regular employee working at least thirty (30) hours per week. Employees who are temporary, work less than thirty (30) hours per week, or are internship employees are not eligible to participate in the plans. The Voices plan covers the cost of medical coverage for dependents only up to the regular coverage limit contributions.

When Coverage Starts

Medical, dental and vision coverage begins on the first of the month following thirty (30) days of full employment. Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

An enrollment form must be submitted to the Human Resources Department as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

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Cost of Coverage

The current cost for coverage under the plan is available from the Human Resources department or online enrollment system. These costs may change from time to time.

COBRA Benefits

Continuation of Medical and Dental

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, the employee must pay the full cost of coverage - the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee , their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making the employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period also may be extended if other events (such as a divorce or death) occur during the eighteen (18)-month period subject to certain requirements

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes them ineligible for coverage under the plan.

The School will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within 30 days of the event. The School will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- The employee (or their spouse or child) becomes covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- The School stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee has been receiving extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

Retirement Plan

Voices Academies participates in the California State Teachers Retirement System ("STRS") program (FS, MH, MP) and a 401K plan (WCC, ST). Employees will be eligible according to the plan or program eligibility requirements and Voices will pay the required employer contribution for such benefits. Team Z employees, if eligible, may participate in the 401k plan. Voices Academies will make required employer contributions towards federal Social Security for those employees not covered by STRS.

Payroll Information

Payroll Withholdings

Voices is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings, unless the employee meets the Exemption from Withholding on the State Tax form.
- Social Security: The Federal Insurance Contribution Act ("FICA") requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- State Disability Insurance ("SDI"): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

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Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, they should ask Human Resources to explain them.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form and the CA Employee Withholding Allowance Certificate should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Human Resources Department and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the school's work week begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. Voices Academies provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

> For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

You will be informed when you are required to work overtime hours. **All overtime hours worked must be pre-authorized in writing by the Principal or Supervisor.**

Only those hours that are actually worked are counted to determine an employee's overtime pay. Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to these exempt employees.

Wage Attachments and Garnishments

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Under normal circumstances, Voices Academies will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Voices Academies, by law, to withhold part of your earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented with a second garnishment request concerning an employee, Human Resources will discuss the situation with the employee.

Time Records

By law, Voices is obligated to keep accurate records of time worked by non-exempt employees. Records must be accurately kept on a daily basis reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.

Punctuality and Attendance

All employees whether exempt or non-exempt are expected to adhere to regular attendance and to be punctual. Any employee who is unable to report for work on time or will be absent on any particular day must call their Supervisor at least one (1) hour before the start of the scheduled workday. If an employee is absent from work longer than one day, they are expected to keep their Supervisor or Principal sufficiently informed of the situation.

Upon returning to work after an absence for any reason, the employee must electronically complete an absence form for their Supervisor's approval by the end of the workday on which the employee returns. If an employee is absent for medical reasons for more than three (3) working days, the employee must, immediately upon their intended day of return to work, provide the Principal or Supervisor with a physician's statement certifying that the employee is able to return.

As noted in this Handbook concerning prohibited conduct, excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including release from at-will employment with the school. An absence or tardiness for more than three (3) consecutive days without notification to the Principal or Supervisor will lead to disciplinary action, up to and including termination.

Work Hours and Schedules

The School's normal operating hours are from 7:30 a.m.- 4:30 p.m., Monday through Friday. The work schedule for full-time non-exempt employees is eight (8) hours per day; the regular work week is forty (40) hours per week.

Every full-time employee is required to work full professional days. **Teachers shall arrive at the school site at least fifteen (15) minutes before the student instructional day and their work day shall end upon the completion of the employee's duties, unless a mandatory event has been scheduled.**

Meal and Rest Periods

Exempt employees shall have a thirty (30) minute non-paid lunch period. Non-exempt employees shall have a thirty (30) minute non-paid lunch period if they have worked five (5) hours in a day to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Voices Academies mutually consent to the waiver in writing.

Classroom teachers shall receive mandatory sixty minutes of daily professional development. Your supervisor will assign your work schedule. Classified employees shall receive professional development as scheduled by the Principal.

Non-Exempt employees shall also receive a ten (10) minute break for every four (4) hours worked, which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Telework

Purpose

Voices considers teleworking/working remotely to be a viable alternative work arrangement in cases where whose job duties do not require in-person presence at a Voices school or facility and when there is minimal organizational and employee performance impact. This policy details conditions and requirements which apply to all temporary telework assignments at Voices.

Definition

Teleworking allows employees to work at home, on the road or in a satellite location for all or part of their regular workweek. Teleworking is a voluntary, mutually agreed work alternative that may be appropriate for some employees and some jobs. It is not an entitlement, it is not an organization-wide benefit, and it in no way changes the terms and conditions of employment with Voices and the promulgation of this Policy creates no employee rights in relation to teleworking. However, level of performance can be a relevant factor in assessing whether a telework arrangement is appropriate. Voices has the right to refuse to make telework available to an employee and to terminate a telework arrangement at any time.

Teleworking can be informal, such as working from home for a short-term project or on the road during business travel, or formal, as described below. All informal teleworking arrangements are made on a case-by-case basis, focusing first on the business needs of the organization.

Application and Scope

Telework agreements do not change the conditions of employment or required compliance with policies, rules and practices.

Telework may be used:

- To enhance employee productivity and satisfaction.
- As a mutually agreed upon work alternative between supervisor and employee, rather than a reward or job requirement.
- If clear communication exists between supervisor and employee, and between the teleworker and the rest of the office.
- If the employee's essential job functions can continue to be performed to Voices' satisfaction.
- If structured time is used to ensure attendance at mandatory meetings and professional development, retreats and events.

General Requirements

Employees shall not telework unless they receive advance written approval from their supervisor. Consideration for teleworking shall be given only where an employee's position is adaptable for teleworking and the employee has demonstrated work habits and performance that are well-suited to teleworking. Supervisors shall take into consideration the following factors when considering teleworking eligibility:

- An employee must be on the job at least thirty (30) days and preferably ninety (90) days before commencing telework.
- The employee must have a portion of their workload able to be performed away from the school site without diminishing the quality of job performance.
- Remote work must not create problems for projects or staff.
- All teleworkers and supervisors will participate in studies to evaluate the telework program, if requested.
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality;
- The employee will be in compliance with all applicable IT, Security, Privacy and Confidentiality policies and procedures.
- If the telework candidate plans to work from home, they must be able to provide a suitable work environment at home.

<u>Eligibility Consideration</u>

Voices will only consider offering a teleworking arrangement to an employee who:

- Is effective at working independently for extended periods of time.
- Is self-motivated.
- Demonstrates good time-management skills, such as completing assignments on time.
- Meets the organization's standards for quality.
- Asks for assistance when needed and assistance is seldom needed.

- The employee must maintain connections with work groups or teams from their remote work location by communicating information fully and timely with leadership, coworkers, support staff and partners.
- Sets appropriate priorities, changes priorities as needed, and maintains a suitable workspace.
- Demonstrates dependability and responsibility by meeting attendance standards, following through on projects and work assignments and maintaining confidentiality.
- Job performance evaluations that meet or exceed expectations (an employee cannot be considered if their evaluations do not indicate sustained high performance).
- Computer skills sufficient to work independently at an alternate worksite.
- Has limited need for face-to-face contact with coworkers.
- Workload demands that require quiet time to complete projects.
- Can telework in a way that appears invisible to coworkers.
- Has a job characterized by clearly defined tasks and deliverables.
- Performs effectively with less structure and more independence.
- Understands Voices and its procedures, policies, values, and image.
- Has a position in which communication can be accommodated electronically or by telephone rather than face-to-face.
- Has minimal need for on-site files, records, special equipment, software, or other resources.
- Can perform work from home without unnecessary risk to the security of data, networks, or stakeholder confidentiality.
- Can maintain connections with work group or team from remote location.
- Has good problem-solving skills.
- Demonstrates trustworthiness.
- Has a low need for social interaction.
- Has a job where work can be monitored by output, not time spent doing the job.
- Can be absent from the office without being detrimental to the productivity or work quality of other employees or Voices.
- Has work activities that are portable and can be performed successfully outside the office.
- Has no recent or pending corrective or disciplinary actions.

Application and Approval

- An eligible employee who is interested in teleworking should work with their manager to complete a Telework Agreement (“Agreement”).
- Copies of the proposed Agreement are to be forwarded to the Chief Executive Officer (“CEO”)

or designee for approval.

- The CEO or designee may make amendments to the Agreement. If either the employee or manager do not consent to the amendments, the employee's request for a telework assignment will be deemed to have been rejected.
- A finalized version of the Agreement (which includes and incorporates the CEO's or designee's amendments, if any, shall be forwarded to the Human Resources ("HR") Department to be included in the employee's personnel file.
- If the Agreement is approved, the employee shall be directed to the Tech Department for an assessment of equipment needs (if applicable). The employee may be required to complete a home-office checklist to determine if additional equipment/software must be furnished to the employee. Such additional equipment/software may only be provided with prior written permission from the employee's manager. The costs for such equipment/software shall be credited against the manager's department budget.
- Each employee's home office may be subject to inspection by Voices to ensure that Voices' equipment is set up and functioning properly.
- The employee will still be subject to performance evaluations in a manner consistent with Voices' policies. The Agreement must include information regarding to what extent Voices' performance evaluation policy will be modified to account for the telework assignment.
- A telework assignment may be discontinued, at will and without advance notice, at the request of either the employee or Voices.

Manager Responsibilities

- Establish and be familiar with all Telework Agreements for teleworking employees under the manager's supervision.
- Takes the downside of telework into consideration prior to approval (i.e. detrimental to team and Voices culture, lack of accessibility, etc.).
- Be comfortable with remote supervision.
- Learn the technology and tools necessary for remote supervision.
- Establish communication protocols with telework employees.
- Include teleworking employees in office/department events, messages, etc.as applicable to preserve teamwork.
- Review each teleworking employee periodically to ensure compliance with the Agreement and address any work related problems, including completing evaluations and other performance management as appropriate.
- Maintain records related to telework and assist with surveys, program evaluations, and reports.

Communication and Accessibility

- Teleworking employees and their supervisors are expected to determine how communication

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between employee, the worksite, and/or the worksite will be handled. The supervisor must notify others within the teleworking employee's department as to the communications strategy so they know how and when to reach the teleworking employee on their telework days.

- Teleworking employees must be reachable, within reason by phone and email at all times to their supervisor, co-workers, and Voices stakeholders during agreed upon hours and shall keep their supervisor and as needed, their co-workers or other Voices stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Teleworking employees will be as accessible as their on-site counterparts during their agreed upon regular business hours, regardless of work location.
- All stakeholder interactions will be conducted at the stakeholder's office or a Voices school site. Stakeholders cannot visit the teleworking employee's home office.
- Teleworking employees must notify their supervisor if they leave their telework site during agreed upon hours.
- Teleworking employees must post their telework schedule on their online calendar.
- Teleworking employees are expected to be flexible in their scheduling. They should be available to attend staff meetings and other meetings as required by their manager, even if meetings occur on a telework day.
- Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor.
- Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties (for example, you cannot have your significant other who is not a Voices employee perform your work duties), unless expressly authorized by Voices in writing, is strictly prohibited.
- The employee and manager must agree on the most cost-efficient way of handling long distance telephone calls if they do not use a reimbursed cell phone. To be reimbursed for long-distance, the employee must use the agreed-upon method and must submit a log of long-distance calls and an itemized copy of their telephone bill.

Work Hours

Telework is performed during assigned work hours, up to a specific number of days per week. The number of hours spent teleworking varies by employee. The employee schedules office time to access facilities and supplies, attend events, and to meet with their supervisor, co-workers and partners. Telework does not change the number of hours an employee is expected to work. Any changes in work hours are to be approved in advance by the supervisor. m

Telework employees who are not exempt fro the overtime requirements will be required to record all hours worked and take and document applicable meal/rest periods in a manner designated by Voices. Hours worked in excess of those specified per day and per week, in accordance with state and federal

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requirements, will require the advance written approval of the supervisor. Failure to comply with this requirement will result in the immediate revocation of the Agreement.

The amount of time an employee needs to spend at the appropriate Voices facility is determined by the supervisor and agreed upon as part of the Agreement.

If the teleworker is unable to work due to illness, the employee must use sick leave and must report the absence to their supervisor.

Existing personnel rules regarding leave, hours of work, scheduling work, travel policies, and overtime shall apply to teleworkers.

Telework is not intended to be used in place of sick leave, family and medical leave, or any other type of leave.

Travel Expenses

All policies and procedures included in the Voices Expense Reimbursement Policy regarding mileage reimbursement shall apply.

Emergency Operations

If an office closure or emergency excuses other employees from working and work can proceed at the employee's telework site, teleworkers are not excused from working.

Teleworking employees must notify their immediate supervisor in the event of any emergency. In a case where an emergency such as a power failure prevents work at the telework site, the teleworking may be excused from working or may be required to report to a Voices facility as instructed by the supervisor.

Personal Obligations

An employee who is teleworking shall not conduct personal business during their assigned duty hours. No personal business may be conducted on Voices-owned equipment unless it is related to a course of study approved by Voices. Supplies owned by Voices cannot be used for personal business.

While telework may facilitate employees' working around family responsibilities, it is not intended to be a substitute for family care. The employee shall not have the primary responsibility for childcare, dependent adult care, or other personal obligations not related to their job duties during working hours. The focus of the arrangement must remain on job performance and meeting business demands. Prospective teleworking employees are encouraged to discuss expectations of telework with family members prior to entering into an Agreement.

The employee may not engage in work related to other jobs, such as operating a side business, or any other outside activities such as church, community organization or club activities during assigned work hours on telework days.

Performance Standards

The employee must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the Agreement may be modified or terminated. Telework allows a high amount of flexibility for an employee to complete their work in a

timely and proper manner, and it is expected that the employee will not abuse this opportunity by allowing their productivity or work quality to decline.

Workspace Safety

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean and professional.

The home office space used for telework is considered an extension of Voices' facilities. Employees will have the same responsibility for safe practices, accident prevention, posting legally-required notices, and accident reporting as in the regular worksite. The employee is responsible for establishing and maintaining a designated, adequate workspace at the alternate worksite. When the alternate site is the employee's home, the employee is responsible to maintain a designated workplace in a safe (free from hazards and other dangers to the employee or equipment), healthy, professional, and secure manner.

The employer will not provide office furniture for workspaces at the employee's home. Employees who live in rented property should be aware that their lease may not permit business use of the premises.

In case of injury, theft, loss, or tort liability related to telework, the teleworker must immediately report the event to their supervisor, complete the necessary forms, and allow Voices or its authorized agent to investigate and/or inspect the telework site. If the employee is injured in the course and scope of performing official duties during the agreed upon work hours, regardless of work location, the employee is covered under California's worker's compensation law.

Teleworking employees who permit third parties to enter their home work area should consider carrying insurance that covers third-party injuries arising out of or relating to the use of the home under a telework policy and should consult their personal insurance carrier for advice.

Supplies and Equipment

Voices will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. Voices will not provide office furniture for the workspace at home.

All necessary technology equipment will be supplied and maintained by Voices, subject to availability. Equipment supplied by Voices, is to be used in accordance with existing technology use policies. Employees shall be held liable to Voices, whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. If the employee is not returning to Voices, upon cessation of a telework assignment, all School property must be returned to Voices,

The use of equipment, software, data supplies and furniture, when provided by Voices for use at the remote work location, is limited to authorized persons and for purposes relating to school business. Voices will provide for repairs to its equipment. When the employee uses their own equipment, the employee is responsible for maintenance and repair of equipment.

Equipment provided by the employer may not be used for personal purposes.

Office supplies necessary to complete work assignments should be obtained during the teleworking employee's in-office days. The teleworking employee will not be reimbursed for supplies normally available in the office. The employee must have prior written approval from their manager for the purchase of any supplies that cannot be obtained through normal supply channels.

Information, Security, and Confidentiality

The employee must never provide any unauthorized person with access to Voices' network or share network access passwords and must comply with all policies and procedures related to information security and network access. The employee will be responsible for performing a manual virus scan on any removable storage media used to transport work products back and forth between the organization office and the home office. Storage media will be scanned before each use.

The employee will follow appropriate procedures to avoid computer viruses and data contamination, and to protect Voices' network by regularly downloading anti-virus definitions and antivirus and firewall updates. If required by the Tech Department, the employee will enable automatic updating of anti-virus software. Consistent with Voices' expectations of information security for employees working at the office, teleworking employees will be expected to ensure their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential away from the presence of family members or guests. Any Voices' materials taken home, such as confidential personnel or student records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps include use of locked file cabinets and desks, regular password maintenance, and any other steps appropriate for the job and the environment.

Conditions of Employment

Teleworking assignments do not change the conditions of employment or required compliance with policies and rules. Policies, rules and practices shall apply at the telework site, including those governing communicating internally and with the public, employee rights and responsibilities, facilities and equipment management, financial management, information resource management, purchasing of property and services, and safety. Failure to follow policy rules and procedures may result in termination of the telework arrangement and/or disciplinary action.

A telework agreement does not constitute a promise of employment for a specified time or otherwise alter the at-will nature of employment with Voices. Telework employees can still be terminated at any time, with or without cause and with or without advance notice.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with Voice' "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;

- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

For a copy of Voices' policies, please see the Employee Handbook. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed. Voices may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Voices shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible.

Public Records Request and Retention

Records that may be created at, sent to, or sent from the alternative work site may be subject to disclosure in response to a request for public records. The fact that the record resides on an employee's home computer does not affect its status as a public record. An employee who teleworks must therefore maintain all records on the alternative worksite computer consistent with the Public Records and Electronic Records Retention policies. Any questions regarding this issue should first be directed to the CEO or designee.

Intellectual Property Rights

As is the case when employees are in the office, intellectual property developed or conceived of while a worker is attending to Voices' business at an alternate worksite is the exclusive property of Voices. Such intellectual property includes patent, copyright, trademark, and all other intellectual property rights as manifested in memos, plans, strategies, products, computer programs, documentation, and other Voices materials.

Office Space Reduction

Employees entering into an Agreement may be required to forfeit use of a personal office or workstation in favor of a shared arrangement in order to maximize the Voices' office and parking space needs.

Tax Implications

It is the employee's responsibility to determine any income tax implications of maintaining a home office.

Voices will not provide tax guidance nor assume an additional tax liability. Employees are encouraged to consult with a qualified tax professional to discuss tax implications.

Lactation Accommodation

Voices accommodates lactating employees and will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Break time for an employee that does not run concurrently with the rest time authorized for the non-exempt employee by the applicable wage order of the Industrial Welfare Commission shall be unpaid. Voices shall make reasonable efforts to provide the employee with the use of a room or other location, in close proximity to the employee's work area, for the employee to express milk in private. Such room/location shall not be a bathroom and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. The room or location may include the place where the employee normally works if it otherwise meets the requirements of this section. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Time Cards/Records

By law, Voices is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the Human Resources department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Business Manager to make the correction and such correction must be initiated by both the employee and the Business Manager.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

<u>Teacher Work Schedule</u>

A teacher's official duties for the school year begins on the first day of assigned Professional Development Institute (new or returning teacher).

Paydays

Exempt

Exempt employees will be paid the 25th of each month. Should this day occur on a bank holiday or weekend, employees will be paid the business day prior.

Non-exempt (hourly)

Hourly employees will be paid on the 10th and 25th of each month. Payment on the 10th will cover hours worked from the 16th to the 31st of the prior month, while payment on the 25th will cover hours worked from the 1st to the 15th of the current month. Should this day occur on a bank holiday or weekend, employees will be paid the business day prior.

Each paycheck will include earnings for all reported work performed through the end of the payroll period. **You should promptly notify the Human Resources department if you have a question regarding the calculations of your paycheck;** any corrections will be noted and will appear on the following payroll.

Personal Reimbursements

All employee reimbursements must be pre-approved by the employee's Supervisor. Expenses will not be reimbursed unless the individual requesting reimbursement submits an Expense Report through the reimbursement system and has been approved by their Supervisor. The Expense Report, which shall be submitted within thirty (30) days of the date of the expenditure, must include itemized information such as date, location, method of travel, expenses, and receipts for allowable expenses. All employees are expected to be familiar with the Personal Reimbursements Policy found on **El Centro.**

Holidays, Leaves, and Absences

Holidays

Voices' calendar reflects any and all holidays observed by the Schools. The following holidays are generally observed by public entities, including public schools:

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Exempt or non-exempt employees who work more than thirty (30) hours per week are eligible for holiday pay at their regular pay rate on designated, Board approved holidays as designated on the yearly school calendar. "Holidays" shall not include vacation/non-work days that may come before or after an approved holiday. Employees must be employed for at least thirty (30) calendar days to be eligible for holiday pay. If an observed holiday

Holiday	
New Year's Day	Labor Day
Martin Luther King Jr. Birthday	Veteran's Day
Presidents Day	Thanksgiving Day
Memorial Day	Friday after Thanksgiving
Juneteenth	Day before Christmas
Independece Day	Christmas Day

occurs during an employee's scheduled and approved time off, they will be paid for the holiday (if eligible) and will not have their leave docked for the day the holiday is observed. Employees are not paid for holidays after their termination date. Employees on any leave of absence will not be paid holiday pay.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the employee's Supervisor. The employee will be paid if the religious holiday is taken as an earned personal necessity day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

Sick Leave

Sick leave is a benefit provided to employees in order to provide a cushion for incapacitation due to illness or injury, or personal necessity (see below). Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee request sicks leave)) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take sick leave to receive medical care, mental health care, or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all Voices employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees will receive a minimum of forty (40) hours of paid sick leave at the beginning of each school year or on their start date if hired after the school year has begun. Additionally, all full-time employees working on a twelve (12) month schedule will receive an additional six (6) hours of paid sick leave per month for a maximum of one hundred twelve (112) hours of paid sick leave per year and full-time employees working on an

eleven (11) month schedule will receive an additional 5.82 hours of paid sick leave per month for a maximum of one hundred four (104) hours of paid sick leave per year. Full-time employees on at least a ten (10) month schedule shall receive additional 5.6 hours of sick leave per month for a maximumof ninety-six (96) hours per year. Full-time employees working the equivalent of an eight (8) month schedule or less shall receive an additional five (5) hours of sick leave per month for a maximum of eighty (80) hours per year.

Unused, accrued sick leave does not carry over from year-to-year.

Employees cannot use paid sick leave until the sixtieth (60^{th}) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Employees are not allowed to draw against unearned/unaccrued sick leave. The School does not pay employees in lieu of unused sick leave.

Sick leave may only be used for the purposes specified in this policy. If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Employees must provide reasonable advance notification, either orally or in writing, if a need for paid sick leave is foreseeable. Further, employees should schedule medical appointments in a manner that does not interfere with their job duties whenever possible. If the need for paid sick leave is unforeseeable, the employee must provide notice for the leave as soon as practicable.

If an exempt employee is unable to come to work due to illness and does not have sufficient sick leave to cover an entire workday, the employee must use any sick leave and accrued vacation to cover the entire day. If both sick and vacation leave have been exhausted, the exempt employee must take the entire day off and a full day of compensation will be deducted from their paycheck for the absence. Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by Human Resources.

Personal Necessity Leave

All full-time employees who accrue sick leave may use up to twenty-four (24) hours of sick leave as personal necessity leave per year. Full-time employees on at least a ten (10) month schedule may use a prorated amount of their sick leave each year for personal necessity. Uses of personal necessity leave may include, but are not limited to, the death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee be absent during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday. Personal necessity leave is not vacation and except in emergency/unexpected circumstances, must be approved at least two (2) weeks in advance by the Employee Supervisor. Personal necessity leave is a component of the School's sick leave policy. As a

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result, personal necessity leave does not accrue and will not be paid out upon separation from employment.

Catastrophic Sick Leave Donation Policy

Full-time employees who are experiencing catastrophic illness and have exhausted all their paid leave may request donations of accumulated unused sick leave from other employees of VCBLA who wish to donate sick leave to that individual.

A “catastrophic illness” or “injury” means an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee’s family which incapacity requires the employee to take time off from work for extended periods of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because s/he has exhausted all of his/her sick leave and other paid time off.

“Members of the employee’s family” shall be limited to a parent, spouse/domestic partner, child, sibling, parent-in-law, son/daughter-in-law, grandparent and grandchild of the employee or any relative living with the employee.

The intent of this leave is to provide employees economic relief for devastating personal health circumstances. Catastrophic leave may not be used for:

1. Elective surgery
2. Personal necessity leave
3. Normal pregnancy
4. Substance abuse rehabilitation
5. Bereavement

A full-time employee may request donated catastrophic sick leave up to thirty (30) days through the lifetime of employee tenure at Voices.

Whenever possible, the employee must submit a request for the additional days to the Employee Supervisor at least fifteen (15) working days before he or she expects to exhaust all other available sick leave. A verification of the information in the request from the employee’s physician must be attached.

When the Employee Supervisor determines that the illness or injury meets the appropriate criteria, the Employee Supervisor shall contact the Human Resource Department who will contact all other VCBLA employees to announce that they may donate up to twenty-four (24) hours of their personal sick leave days for use by the employee requesting the catastrophic sick leave. All employees shall also be notified that the donation is irrevocable. Employees with fewer than twenty-four (24) hours of accumulated sick leave days are not eligible to contribute sick leave days to the Catastrophic Leave Program. All employees, whether full- or part-time, must donate sick leave in increments of eight (8) hours.

Employees will authorize their donation on a signed form provided and collected by the Human Resource Department.

Human Resources will conduct a lottery, assign each donor a number, and prepare a confidential list of donation orders to be kept in the EZ office. Each eligible donor on the list will have his or her available sick leave reduced as it is used in the order established by the lottery donor number. The Employee Supervisor or designee will notify all employee donors of the status of their donated sick leave.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session whenever possible.

Regular full-time, twelve (12) month administrative and El Zocalo ("EZ") staff are entitled to vacation terms based upon date of hire, length of service, and status with the School. Administrative employees include Principal, Business Manager, Dean of Culture, and Student Services Manager, and Instructional Coaches.

Full-time EZ staff will receive eighty (80) hours of paid vacation at the start of each year. Regular full-time administrative staff will receive forty (40) hours of paid vacation each year as of July 1st. Vacation days are prorated for eligible full-time employees working less than forty (40) hours per week. New employees may begin using their vacation time after four (4) months of service. Instructional and non-exempt employees and employees working on part-time basis (less than full-time) shall not receive vacation days.

For all eligible employees as defined above, vacation time shal be coordinated and clreared at the start of the year, or start of their employment, by the employee's supervisor subject to scheduling. Vacation days should be taken when school is not in session whenever possible, preferably in July. Vacation must be approved at least two (2) weeks in advance.

An employee whose employment terminates will be paid forunused vacation days. An employee whose employment ends prior to the end of the school year will be paid for vacation days on a prorated basis proportional to time worked. In the event that employment ends prior to the end of the year, and an employee used vacation time in excess of the proportional equivalent to the part of the year worked, the excess vacation time used will be reimbursed to Voices in the employee's last check. The deduction will be equivalent to the employee's salary rate times the excess vacation time used.Vacation can accrue up to a maximum of one hundred and twenty (120) hours of pay. Once this cap is reached, no further vacation will accrue until some vacation is used. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Unpaid Leave of Absence

Voices recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be submitted with ample notice (if feasible) and approved by the School.

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The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Family and Medical Leave Act/California Family Rights

This policy explains how the School complies with the federal **Family and Medical Leave Act ("FMLA")** and the **California Family Rights Act ("CFRA")**, both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the threshold is five (5) employees).

Events That May Entitle an Employee To FMLA /CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally

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admits them to the facility with the expectation that they will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) -month period to provide said care. CFRA does not provide leave specific to caring for a service member.
5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.
2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kind a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

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- Pay During FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted their sick leave, leave taken under FMLA or CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Voices may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if they work less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

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An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority they had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Employee's Supervisor. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

<u>Pregnancy Disability Leave of Absence</u>

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each pregnant employee an unpaid leave of absence of up to four (4) months per

pregnancy, as needed, for the period(s) of time an employee is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

  To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

  The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

  1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to themselves, the successful completion of the pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
  2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

Voices shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. Voices can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:

- The employee is taking leave under the California Family Rights Act.
- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return with the same seniority they had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Employee Supervisor. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, the employee must be reinstated to a comparable position unless one of the following is applicable:

    a. The employer would not have offered a comparable position to the employee if the employee would have been continuously at work during the pregnancy disability leave.

    b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

    A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with Voices policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from their healthcare provider that the employee is able to resume work.

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4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

  No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

Voices, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Employee's Supervisor;

- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Employee's Supervisor; and
- Provide the School with a certification from a healthcare provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Voices, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, the employee is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the Employee Supervisor and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the

employee. An employee may choose to be treated by their personal physician at their own expense, but the employee is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Voices shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Voices will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if they left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if the employee eft part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Voices shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military service members. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (3) days of pay during bereavement leave and two (2) days of unpaid leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Employee Supervisor at least two (2) days' notice.

Bone Marrow/Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the school that the employee is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA
Leave.

Victims of Abuse Leave

Voices provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Voices with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Voices one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.

3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Voices will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Principal.

School Appearance and Activities Leave

As required by law, Voices will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one (1) parent or guardian is an employee of Voices, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Employee Supervisor thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in their former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, reemployment cannot always be guaranteed.

If an employee fails to return from a leave of absence on the date agreed and does not provide medical information to justify the continued absence, it will be assumed that the employee has voluntarily resigned.

If you need further information regarding Leaves of Absence, be sure to consult the Human Resources Manager.

IV. HEALTH AND SAFETY

Health and Safety Requirements for Employment

Voices is committed to providing and maintaining a healthy and safe work environment for all employees, vendors, contractors and the public. The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is required to take training off-site, the employee will be reimbursed for the job related expenses. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Voices' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to report to your supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

<u>Tuberculosis Test</u>

Tuberculosis ("TB") testing is a term and condition of employment and all employees must comply with this requirement. Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past sixty (60) days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous sixty (60) days or a certification showing that they were examined within the past four years and as found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file verifying that the person is free from infectious tuberculosis within the last four years. that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive, shall be followed by an X-ray of the lungs. Employees may also provide a **"California School Employee Tuberculosis (TB) Risk Assessment Questionnaire"** signed by a health care provider on an annual basis. If TB risk factors are identified on the assessment, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining health care provider showing the employee was examined and found free from active tuberculosis.

The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The School will have three recommended providers and shall reimburse costs at the maximum recommended provider's rate. The availability of this testing may be announced by the School.

This requirement shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Procedures for Criminal Background Checks

As a condition of employment and as required by law, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. all individuals working or volunteering at the School will be required to submit to this criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during their employment with the School, the employee must immediately report as much to the Principal.

The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The school will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School

shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, Principal) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course (s) up to a maximum of $75.00 for a 6-hour CPR/First Aid course, and up to $40.00 for a CPR refresher course.

Child Abuse Reporting

Child abuse reporting is a term and condition of employment and all employees must comply this requirement. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Voices Academies will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions**.**

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School Property. It is the responsibility of each staff member to adhere to this rule, and to inform their guests of our non-smoking policy.

Drug and Alcohol-Free Workplace

Voices Academies is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Voices Academies stakeholders.

It is the Voices Academies policy to maintain a drug and alcohol-free workplace. No employee may bring to the workplace, use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils, or on School property at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

Security Protocols

Voices has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in walkways, entrances, and exits of the School and report any suspicious persons or activities to office staff. Secure your classroom or office at the end of each day. When called away from your work area for an extended length of time, do not leave valuable or personal articles unattended. The security of our facility is directly related to the health and safety of our students and our colleagues. Employees should immediately notify the Principal when keys are missing or if security access has been breached.

Bloodborne Pathogens Exposure Control Plan

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Accident and Injury Reporting

In the event of an accident or injury, contact the office immediately, a report will be filed and depending upon the condition of the injury, the injured party will be taken to a physician, or hospital, or released on their own.

Reporting an Injury

Staff members are responsible for reporting any job related injury to the Business Manager or Supervisor immediately. Staff will be asked to fill out Voices' "First Report of Injury Form" and employees will be provided with information regarding seeking medical attention under the School's Worker's Compensation Plan. Staff should report any injury on a timely basis, even minor injuries not requiring immediate medical attention, for the purposes of investigation, prevention, follow-up and appropriate records can be kept.

Emergency Plans

Appropriate fire exit and earthquake preparedness drills will be administered monthly. In the case of an actual emergency, all employees are responsible for staying at the school site (or evacuation staging area) until a Principal releases them. During an emergency, teachers must always have a roster of students under their direct supervision.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff or Principal. In addition, all employees should know the local emergency numbers such as 911.

Guests and Visitors

All staff are expected to uphold a professional presence at all times and refrain from inviting personal friends/visitors to the School.

V. INFORMATION AND COMMUNICATION

Communication and Technology Policy

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the Principal all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or changed. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use, unless previously authorized, is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, use, or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are illegal, obscene, child pornography and/or images harmful to minors.

The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or

profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using their School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Employee Blogs/Social Media

If an employee decides to keep a personal blog/social media accounts that discuss any aspect of their workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, coworkers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is on-duty. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter, or is conducted in areas where other employees are working.

Moreover, the School's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the

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immediate dialing area. Do not use School material, time or equipment for personal projects.

Voices' facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

External Communications Policy

Occasionally, employees may be contacted by outside sources requesting information relating to Voices College-Bound Language Academies ("Voices"), including information regarding current or former employees, Voices projects, or other workplace issues. In order to avoid providing inaccurate or incomplete information to outside sources, and the possible negative exposure that may result from providing information about Voices to outside sources, any employee asked to speak for or on behalf of Voices by any outside source should immediately contact the appropriate Voices official, as detailed below:

Media Contacts

Voices will respond to media inquiries in a timely and professional manner only through the designated Voices spokesperson. If an employee is contacted by a representative from any media organization (e.g., television, radio, or newspaper reporters) to speak for or on behalf of Voices, the employee should notify the media representative that they are not authorized to make a public comment on behalf of Voices, and immediately refer the media representative to the Chief Growth and Community Engagement Officer. No employee may communicate with media agents on behalf of the Voices without prior authorization from the Chief Executive Officer.

A. Outside Attorneys and Investigators

If an employee is contacted by an outside attorney or investigator regarding Voices operations, including information regarding current or former employees, Voices projects, or other workplace issues, the employee should inform the inquiring party that they are not authorized to speak on behalf of Voices.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Principal regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

Voices reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/ DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Voices College-Bound Language Academies ("Voices" or the "School") that all of its employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, and retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, and retaliation.

If you are an employee of the School, may file this form with the Principal or, if the complaint is about the Principal, the Chief Executive Officer or, if the complaint is about the Chief Executive Officer, with the Board Chair.

Please review the Academy's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered to be unlawful.

Voices will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize Voices to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, discriminated, and retaliated against you or someone else:

_____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the Academy to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by: _____ Date:_____

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APPENDIX B

GENERAL COMPLAINT FORM

Name:_____ Address: _____

Telephone Number (day) _____ (evening) _____

Date of alleged incident(s): _____ Who is your complaint against: _____

List any witnesses that were present: _____

Has this been discussed with them? If so, when? _____
_____

Have you attempted using the School Conflict Resolution Process? If so, please describe?
_____
_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible. *Please include all important information such as location, names, dates, and who was present, any verbal statements, what you did to avoid the situation, and who it was reported to initially. Please use additional paper if needed.*
_____
_____
_____
_____
_____
_____
_____
_____
_____

What remedy or action do you suggest?
_____
_____
_____
_____

The following information is listed neither to encourage nor discourage the filings of a complaint. Rather, it is intended to inform you of the possible outcomes of a formal Voices complaint proceedings:

- I understand that Voices may request additional information from me regarding this matter, and I agree that I will provide such information as is available to me. I also understand that as a complainant, I may also be required to testify and be subject to cross- examination.
- I understand that while my request resolution of this matter will be carefully considered, the ultimate action taken may ultimately be more or less severe than the remedy I have proposed. In serious situations the information contained in this complaint may be used among other things as a basis for termination of an employee.
- I understand that I may request to withdraw this complaint at any time. However, in the event that Voices views the matter raised in this complaint as being sufficiently serious, Voices may pursue this matter despite my desire not to proceed.

I hereby authorize the Voices Academies to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify the information I have provided in the complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature: _____ Date: _____

Printed Name: _____

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Coversheet

Approve Contract for 24-25

Section: II. Consent Items
Item: E. Approve Contract for 24-25
Purpose: Vote
Submitted by:
Related Material: Voices Presence 24-25 School Year Agreement.pdf

Service Order

LEA Name and Contact Information
Name: Voices College-Bound Language Academy - CA
Address: 715 Hellyer Ave San Jose, CA

LEA Primary Point of Contact
Name:
Email Address:

LEA Secondary Point of Contact
Name:
Email Address:

PresenceLearning Contact Information
Name: Kathy Clifton
Email Address: kathy.clifton@presence.com

Service Order

1. Services

Service Type	Weekly Hours	Service Rate
Weekly Dedicated SLP Hours	41.00	$92.00
Weekly Dedicated SLP Supervision Hours		$111.00
Weekly Dedicated SLP Hours - Short-term Leave		$121.00
Weekly Dedicated SLP Hours - Bilingual	76.00	$111.00
Weekly Dedicated SLP Hours - AAC		$92.00
Weekly Dedicated SLP Hours - DHH		$92.00
Weekly Dedicated SLP Hours - ASL		$92.00
Weekly Dedicated SLP Hours - Visually Impaired		$92.00
Weekly Dedicated OT Hours		$92.00
Weekly Dedicated OT Supervision Hours		$111.00
Weekly Dedicated OT Hours - Short-term Leave		$121.00
Weekly Dedicated OT Hours - Bilingual		$111.00
Weekly Dedicated BMH Hours		$92.00
Weekly Dedicated BMH Hours - Bilingual		$111.00
Weekly Dedicated BMH Hours - Short-term Leave		$121.00
Weekly Dedicated Individual Mental Health Counseling Hours		$92.00

2. SLP Assessments

Service Type	Weekly Hours	Service Rate
Screening by SLP		$80.00
Bilingual Screening by SLP		$140.00
Evaluation Coordination and Results Summary by SLP		$290.00
Evaluation Coordination and Results Summary by Bilingual SLP		$330.00
Review of Records by SLP		$140.00
Articulation Standard Assessment by SLP		$120.00
Auditory Processing Select Subtests by SLP		$140.00
Early Childhood Language Assessment by SLP		$190.00
Fluency Standard Assessment by SLP		$170.00
Language Select Subtests by SLP		$73.00
Language Standard Assessment by SLP		$240.00
Pragmatic Language Standard Assessment by SLP		$140.00

Service Type	Weekly Hours	Service Rate
Phonological Process Analysis Select Subtests by SLP		$70.00
Phonological Processing Assessment by SLP		$120.00
Supplemental Language Screener by SLP		$70.00
Spanish Language Standard Assessment by SLP		$240.00
Spanish Language Select Subtests by SLP		$100.00
Spanish Auditory Processing Select Subtests by SLP		$140.00
Additional Bilingual Assessment Component by SLP		$100.00
Spanish Articulation Measures (SAM) by SLP		$100.00
Spanish Articulation Standard Assessment by SLP		$110.00
Additional Language Subtest by SLP		$80.00
Extended Coordination by SLP		$70.00
Language Difference vs. Disorder Analysis by SLP		$110.00
Unplanned Student Absence SLP		$52.00
Parent Interview by SLP		$70.00
Teacher Interview by SLP		$70.00
Student Interview by SLP		$70.00
Results Meeting by SLP		$140.00
Bilingual Evaluation: Special Considerations		$40.00
Desired Results Development Profile Component-DRDP (CA only)		$140.00
Rating Scale Assessment by SLP		$140.00
AAC Evaluation: Special Considerations		$40.00
AAC: Device analysis		$70.00
AAC: Device trial		$40.00
AAC: Feature matching trials		$40.00
Speech-Language Sample by SLP		$140.00
Observation by SLP		$110.00
Additional Requested Meetings by SLP		$60.00
Schoolwide Support by SLP		$70.00
Goal Writing by SLP		$60.00
Additional Bilingual Meeting by SLP		$60.00
Additional Bilingual Paperwork by SLP		$60.00
Additional Requested Paperwork by SLP		$60.00
Bilingual Parent Interview by SLP		$60.00
Bilingual Results Meeting by SLP		$120.00
Bilingual Student Interview by SLP		$60.00

3. OT Assessments

Service Type	Weekly Hours	Service Rate
Screening by OT		$75.00
Review of Records by OT		$128.00
Standard School-Related-ADL Assessment by OT		$100.00
Standard Sensory Processing Assessment by OT		$77.00
Standard Motor Skills Assessment by OT		$127.00
Standard Visual Perception Assessment by OT		$100.00
Standard Preschool Assessment by OT		$158.00
Additional Assessment Component by OT		$75.00
Extended Coordination by OT		$65.00
Informal Fine Motor Assessment by OT		$82.00
Unplanned Student Absence OT		$52.00
Parent Interview by OT		$65.00
Teacher Interview by OT		$65.00
Student Interview by OT		$65.00
Results Meeting by OT		$128.00
Evaluation Coordination and Results Summary by OT		$165.00
Observation by OT		$96.00
Schoolwide Support by OT		$69.00
Goal Writing by OT		$55.00
Bilingual Evaluation Coordination and Results Summary by OT		$250.00
Bilingual Results Meeting by OT		$100.00
Additional Requested Meeting by OT		$55.00
Additional Requested Paperwork by OT		$55.00

4. BMH Assessments

Service Type	Weekly Hours	Service Rate
Additional Assessment by MHP/Ed Diag		$270.00
Additional Requested Paperwork by MHP/Ed Diag		$70.00
Extended Coordination by MHP/Ed Diag		$70.00
Results Meeting by MHP/Ed Diag		$120.00
Bilingual Results Meeting by MHP		$105.00
Bilingual Evaluation Coordination and Results Summary by MHP		$275.00
Goal Writing by MHP		$55.00
Schoolwide Support by MHP		$69.00
Screening by MHP/Ed Diag		$147.00
Review of Records by MHP/Ed Diag		$240.00
Rating Scale Assessment by MHP/Ed Diag		$196.00

Service Type	Weekly Hours	Service Rate
Evaluation Coordination and Results Summary by MHP/Ed Diag		$304.00
Additional Requested Meetings by MHP/Ed Diag		$70.00
Functional Behavior Assessment by MHP/Ed Diag		$390.00
Intervention Data Analysis by MHP/Ed Diag		$70.00
Parent Interview by MHP/Ed Diag		$70.00
Student Interview by MHP/Ed Diag		$70.00
Teacher Interview by MHP/Ed Diag		$70.00
Unplanned Student Absence MHP/Ed Diag		$77.00
Observation by MHP/Ed Diag		$137.00

5. Psychoeducational Assessments

Service Type	Weekly Hours	Service Rate
Review of Records by MHP/Ed Diag		$260.00
Cognitive Select Subtests		$170.00
Processing Select Subtests		$180.00
Achievement Select Subtests		$130.00
Rating Scale Assessment by MHP/Ed Diag		$190.00
Achievement Standard Battery		$250.00
Long Cognitive Battery		$330.00
Additional Assessment by MHP/Ed Diag		$270.00
Processing Standard Battery		$330.00
Additional Requested Meetings by MHP/Ed Diag		$70.00
Schoolwide Consultation (Hourly)		$89.00
Short Cognitive Battery		$170.00
Spanish Select Subtests		$190.00
Spanish Battery		$350.00
Screening by MHP/Ed Diag		$140.00
Additional Requested Paperwork by MHP/Ed Diag		$70.00
Functional Behavior Assessment by MHP/ Ed Diag		$366.00
Intervention Data Analysis by MHP/Ed Diag		$70.00
Parent Interview by MHP/ Ed Diag		$70.00
Student Interview by MHP/Ed Diag		$70.00
Teacher Interview by MHP/Ed Diag		$70.00
Unplanned Student Absence MHP/Ed Diag		$77.00
Results Meeting by MHP/Ed Diag		$113.00
Extended Coordination by MHP/Ed Diag		$70.00
Additional Requested Meetings by MHP/Ed Diag		$70.00
Evaluation Coordination and Results Summary by MHP/Ed Diag		$320.00

Service Type	Weekly Hours	Service Rate
Observation by MHP/Ed Diag		$162.00
Schoolwide Support by MHP/Ed Diag		$73.00
Goal Writing by MHP/ED Diag		$60.00
Spanish Achievement Battery		$350.00
Bilingual Evaluation Coordination and Results Summary by MHP/Ed Diag		$330.00
Bilingual Parent Interview by MHP/Ed Diag		$60.00
Bilingual Results Meeting by MHP/Ed Diag		$120.00
Bilingual Screening by MHP/Ed Diag		$60.00
Additional Bilingual Meeting by MHP/Ed Diag		$60.00
Additional Bilingual Paperwork by MHP/Ed Diag		$60.00

Document Camera	$90.00 (each)

Service Order

Total Weekly Dedicated Hours	117.00	$12,208.00

School Service Weeks	36.00

SLP Assessments Commitment	7
OT Assessments Commitment	
BMH Assessments Commitment	
Bilingual SLP Assessments Commitment	7

Psychoeducational Assessment Commitment	$0.00

Implementation Fee	$21,974.40

Estimated Annual Service Coordination Fee	3.50%	$13,843.87

Estimated Annual Program Fee	$477,756.27

Annual Dedicated Hours Cost	$439,488.00

Service Order Term	August 19, 2024 through June 10, 2025

Service Order Form

Except as expressly set forth in this Service Order, the parties agree to be bound by the terms of the Master Service Agreement ("Agreement").

The Parties have executed this Service Order as of the date of the last signature ("Service Order Effective Date").

PresenceLearning, Inc.	LEA
By:	By:
Name:	Name:
Title:	Title:
Date:	Date:

Presence

Master Service Agreement

This Master Service Agreement (the "Agreement") is entered into as of the date of the last signature set forth on the signature page attached hereto ("Effective Date"), by and between PresenceLearning, Inc., a Delaware corporation with a place of business located at 3739 Balboa St, Suite 1001, San Francisco, CA 94121 ("Presence"), and the undersigned Local Educational Agency ("LEA"). Each of Presence and LEA may individually be referred to as a "Party" and collectively referred to as the "Parties".

1. PURPOSE OF AGREEMENT. The purpose of this Agreement is for Presence to provide special education related services, including, if applicable, the assessments set forth on https://presencelearning.com/school-and-district-customer-assessments/ (collectively, "Services") Upon acceptance of a LEA student, LEA shall submit to Presence an Individual Services Agreement ("ISA") as specified in the LEA Procedures. Unless otherwise specified or agreed in writing, these forms shall acknowledge Presence's obligation to provide all services specified in the student's Individualized education plan ("IEP"). Provided that the LEA submits to Presence an ISA, the ISA shall be executed within ninety (90) days of an LEA student's enrollment, and LEA and Presence shall enter into an ISA for each LEA student served by Presence. As available and appropriate, the LEA shall make available access to any electronic IEP system and /or electronic database for ISA developing including invoicing.

2. STRUCTURE OF THE AGREEMENT. This Agreement shall apply each time LEA engages with Presence for the provision of Services. The Services shall be described in service orders (each, a "Service Order") and/or exhibits (each, an "Exhibit"), each of which shall reference this Agreement and, with respect to each Service Order, shall be executed by the Parties. Each Service Order and Exhibit entered into or delivered hereunder (each an "Incorporated Document", and collectively, "Incorporated Documents") may provide additional terms and conditions related to the Services. This Agreement and the Incorporated Documents are collectively referred to herein as the "Agreement". In the event of a conflict between the terms of this Agreement and the terms of any Incorporated Document, the terms of the Agreement shall control; provided, however, that the Parties may in any Incorporated Document specifically (i.e., with reference to the Agreement) agree to: (a) exclude or except an otherwise controlling provision of this Agreement; (b) adopt a clause or provision to apply in lieu of an otherwise controlling provision of this Agreement; or (c) reference a governing external code, document, or standard that will apply in lieu of any otherwise controlling provision of this Agreement (or any Incorporated Document).

3. PRESENCE PLATFORM.

3.1 Platform and Support. All Services provided to LEA shall be delivered via Presence's proprietary web-based application (together with any components, software, or related documentation, the "Platform"). The applicable license granted by Presence to LEA with respect to Platform usage will be as set forth in the applicable Service Order. As a web-based application the Platform requires certain equipment for optimal performance, see tech specifications (https://www.presencelearning.com/tech-requirements/). Presence will provide technical support on weekdays between the hours of 8:00AM and 8:00PM (Eastern time).

3.2 Platform Restrictions. LEA shall not for itself or through a third party (and shall ensure that its authorized users and students do not): (a) translate, reverse engineer, decompile, or disassemble the Platform, or by any other method attempt to derive source code to the Platform; (b) sublicense, rent,

lease, loan, assign, transfer, share, or resell the Platform; (c) make the Platform available to third parties; (d) create derivative works based on the Platform, or use the Platform for any purpose other than as provided for in this Agreement (including, without limitation, altering any notices of intellectual property or other proprietary rights); or (e) make copies of documentation contained within the Platform. If LEA breaches the terms of this Agreement or if LEA or any of its authorized users or students misuse the Platform or violate any laws with respect to the Platform, Presence may terminate or suspend LEA's and its authorized users' and students' access to the Platform and remove any material it deems offensive or in violation of this Section 3.2. Neither LEA or its student users and staff (collectively, "Authorized Users") may:

(i) Circumvent any access or use restrictions put into place to prevent certain uses of the Platform or areas of the Platform or attempt to disable, impair, or destroy the Platform by, among other things, uploading, transmitting, storing, or making available any materials that contain any viruses, malicious code, malware, or any components;

(ii) Engage in behavior that violates any copyright, moral rights, trademark, trade dress, patent, trade secret, unfair competition, right of privacy, right of publicity, or any other proprietary rights of any third party;

(iii) Upload to the Platform and/or share any material that is unlawful, harmful, threatening, obscene, violent, abusive, tortious, defamatory, libelous, vulgar, lewd, profane, hateful, or otherwise objectionable, as determined in the sole discretion of Presence, or share any of materials that sexualizes minors or that is intended to, or could potentially, facilitate inappropriate interactions with minors, or other users;

(iv) Impersonate any person or entity, or falsely state or otherwise misrepresent their affiliation with a person or entity;

(v) Disrupt, interfere with, or inhibit any other user from using the Platform (such as stalking, intimidation, harassment, or incitement or promotion of violence or self-harm); or

(vi) Take photos or screenshots of the Platform and/or post on social media or engage in any other behavior that violates the confidentiality of Platform.

4. CERTIFICATION. Presence is certified by the California Department of Education ("CDE") as a nonpublic, nonsectarian agency ("NPA"). All NPA services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each service provider's license, certification and/or credential. Total student enrollment, if stated on CDE certification, shall be limited to that capacity.

5. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS. During the Term (as defined in Section 6 below), unless otherwise agreed, Presence shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations.

6. TERM OF THE AGREEMENT. The term of this Agreement shall be reflected on the Service Order ("Term") and shall be re-negotiated prior to June 30 of the then current school year in accordance with Title 5 California Code of Regulations section 3062(a).

7. INTEGRATION/CONTINUANCE OF THE AGREEMENT FOLLOWING EXPIRATION OR TERMINATION. This Agreement supersedes any prior or contemporaneous written or oral understanding or agreement

except as set forth in a Service Order. This Agreement may be amended only by written amendment executed by both parties.

8. INDIVIDUAL SERVICES AGREEMENT and IEP. LEA is to provide to Presence an ISA for each LEA student to whom Presence is to provide services. Presence shall provide the Services specified in the student's IEP for which Presence has been engaged to provide. In the event Presence is unable to provide a specific service which it agreed to provide at any time during the Term, Presence shall notify the LEA in writing within a commercially reasonable period. LEA shall provide Presence with a copy of the IEP of each LEA student served by Presence.

9. NOTICES. All notices provided for by this Agreement shall be in writing. Notices shall be mailed, delivered by hand, or emailed and shall be effective as of the date of receipt by addressee. All notices mailed to LEA shall be addressed to the person and address as indicated on the Service Order. All notices to Presence shall be sent to PresenceLearning, Inc., 530 Seventh Ave, Suite M1, New York, NY 10018, Attn: Legal Department or via email at legal@presencelearning.com.

10. MAINTENANCE OF RECORDS & CONFIDENTIALITY.

10.1 Maintenance of Records. Presence shall maintain records as required by applicable state and federal laws and regulations. For purposes of this Agreement, “records” may include student records as defined by California Education Code section 49061(b) including electronically stored information. Presence shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. Presence shall maintain an access log for each LEA student’s record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student’s record. Such log need not record access to the LEA student’s records by: (a) the LEA student’s parent; (b) an individual to whom written consent has been executed by the LEA student’s parent; or (c) employees of LEA or Presence having a legitimate educational interest in requesting or receiving information from the record. Presence shall maintain copies of any written parental concerns granting access to student records. Presence shall, after notifying LEA, grant parents access to student records, and comply with parents’ requests for copies of student records, as required by state and federal laws and regulations. Presence agrees, in the event of agency closure, to forward LEA student records within a commercially reasonable period to LEA. LEA and/or SELPA shall be provided access to or copies of any and all records upon request within five business days. For purposes of this Agreement, the term “parent” means any adult with legal authority to make educational decisions for the child.

10.2 Confidentiality. LEA understands that it may receive confidential and proprietary information relating to Presence’s business (“Presence Confidential Information”). LEA agrees that the Presence Confidential Information is confidential and is the sole, exclusive and extremely valuable property of Presence. It is understood and agreed that money damages would not be a sufficient remedy for any LEA’s breach of confidentiality and that Presence shall be entitled to specific performance, including, without limitation, injunctive relief, as a remedy for any such breach by the LEA in any court of competent jurisdiction. Such remedy shall not be deemed to be the exclusive remedy for breach of confidentiality but shall be in addition to all other remedies available at law or equity. Notwithstanding any other provision in this Agreement, LEA may disclose Presence Confidential Information or the existence of this Agreement to the extent required by any applicable law, regulation or court; provided however that, prior to making any such disclosure, LEA will notify Presence promptly after becoming aware of a request for, or the existence of its obligation to make, such disclosure and will permit

Presence to seek to challenge, or limit, such required disclosure, and to review any materials prior to disclosure. Further, each party may disclose the existence of this Agreement or Confidential Information of the other for the limited purpose of enforcing its rights under this Agreement before a court of competent jurisdiction, provided that such disclosure will be accomplished in such a manner so as to protect the rights of the parties to this Agreement to the maximum extent reasonably possible.

11. SEVERABILITY CLAUSE. If any provision of this Agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

12. SUCCESSORS IN INTEREST. This Agreement binds Presence's successors and assignees. Presence shall notify the LEA of any change of ownership or corporate control.

13. VENUE AND GOVERNING LAW. The laws of the State of California shall govern the terms and conditions of this Agreement with venue in San Francisco County.

14. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES. This Agreement may be modified or amended by the LEA, with mutual agreement of Presence, to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The LEA shall provide the Presence thirty (30) days' notice of any such proposed changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

15. TERMINATION. This Agreement shall continue until the end of the Term. This Agreement or any ISA may be terminated for cause upon either Party providing the other Party with twenty (20) days prior written notice as required by California Education Code section 56366(a)(4). ISAs are void upon termination of this Agreement. Upon the expiration or termination of this Agreement for any reason, all amounts owed Presence under this Agreement or any applicable Service Order, which accrued before such termination or expiration will be immediately due and payable. If LEA terminates this Agreement prior to the expiration of the Term, other than for cause, it shall be considered a breach of this Agreement, and LEA shall pay a cancellation fee of (i), if the Service Order provides for a Weekly Dedicated Hours, a fee equal to the product of (x) eight (8) and (y) the Weekly Dedicated Hours or (ii), if the Service Order provides for Flexible Hours fee , the product of (aa) $750 and (bb) the number of students who have received Services the 60 days before termination ("Termination Liquidated Damages Amount") by way of liquidated damages. LEA acknowledges that the actual damages likely to result from breach of this Section 15 are difficult to estimate on the effective date hereof and would be difficult for Presence to prove. The parties intend that LEA's payment of the Termination Liquidated Damages Amount would serve to compensate Presence for LEA's breach of its obligations under this Section 15, and they do not intend for it to serve as punishment or penalty for any such breach by LEA.

16. INSURANCE. Presence will provide LEA with a copy Certificate of Insurance that shows Presence's insurance limits in all respects. Presence's COI supersedes any other insurance requirements.

17. INDEPENDENT CONTRACTOR. Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and Presence shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual subcontracted or assigned by Presence to perform any services for the LEA. If the

LEA is held to be a partner, joint venturer, co-principal, employer or co-employer of Presence, Presence may, at its sole discretion, indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that holding, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. CONFLICTS OF INTEREST. Presence and any member of its Board of Directors shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest including, but not limited to, employment with LEA and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement with Presence if the attorney or advocate is employed or contracted by the Presence, or will receive a benefit from the Presence or otherwise has a conflict of interest.

19. NON-DISCRIMINATION. Presence shall not unlawfully discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in employment or operation of its programs.

20. FREE AND APPROPRIATE PUBLIC EDUCATION. LEA shall provide Presence with a copy of the IEP of each LEA student served by Presence. Presence shall make no charge of any kind to parents for the services being provided by Presence (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Agreement).

21. PRIMARY SUPPORT PERSON. LEA agrees to ensure that an adult primary support person (a "PSP") will be present wherever the services are being delivered, provided, that, if the Services are being delivered in a school setting, LEA will ensure that the PSP shall have a signed authorization by the parent or legal guardian to authorize emergency services as requested. The duties and responsibilities of the PSP can be found at https://presencelearning.com/welcome-primary-support-person/.

22. CALENDARS. Presence shall be provided with a LEA-developed/approved calendar. Presence herein agrees to observe holidays as specified in the LEA-developed/approved calendar. Presence shall provide Services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's IEP and ISA, Presence shall provide directly related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. Indirect services such as documentation may be provided outside of days or times in which school is in session.

23 DATA REPORTING. Upon LEA's request, Presence shall provide to LEA data related to student information and billing information concerning the Services provided pursuant to this Agreement. LEA may request that Presence utilize the Special Education Information System ("SEIS") or comparable system approved by the LEA and SELPA for all IEP development and progress reporting. Additional progress reporting may be required by the LEA. The LEA shall provide Presence with appropriate software, user training and proper internet permissions to allow adequate access of any systems LEA requests Presence to use.

24. MANDATED ATTENDANCE AT LEA MEETINGS. Presence, through an employee, agent and/or Clinical Staff may attend LEA mandated meetings concerning Services provided pursuant to this Agreement by phone or video conference, at Presence's sole discretion. LEA shall provide Presence with reasonable notice of mandated meetings. Attendance at such meetings constitutes a billable service.

25. IEP TEAM MEETINGS. Presence, through an employee and/or Clinical Staff at its sole discretion, shall participate in all annual IEP team meetings, regarding LEA students for whom ISAs have been or may be executed. Presence, through an employee and/or Clinical Staff at its sole discretion, may attend IEP team meetings by phone or by video conference. Presence shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is a billable service under this Agreement. It is understood that the Presence shall utilize the approved electronic IEP system of the LEA ("Approved System"), such as the SEIS for all IEP planning and progress reporting. LEA or the SELPA shall provide training for Presence to assure access to the Approved System. Presence shall maintain confidentiality of all IEP data on the Approved System and shall protect the password requirements of the system. When a student disenrolls or ceases receiving Services pursuant to this Agreement from Presence, Presence shall discontinue use of the Approved System for that student unless otherwise asked to do so by LEA. Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Agreement may only be made on the basis of revisions to the student's IEP.

26. DUE PROCESS PROCEEDINGS. Presence, through an employee, agent, and/or Clinical Staff at its sole discretion, may participate in special education due process proceedings including mediations and hearings concerning Services provided pursuant to this Agreement, as may be requested by LEA. Presence, through an employee, agent, and/or Clinical Staff at its sole discretion, will make all commercially reasonable attempt to participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency, concerning services provided pursuant to this Agreement.

27. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS. On written request by LEA, Presence shall provide to LEA progress reports, which shall include progress over time towards a LEA student's IEP goals and objectives concerning for which Presence is providing Services pursuant to this Agreement. A copy of any progress reports shall be maintained by Presence and shall be submitted to the LEA within 10 days of request. Presence shall provide access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support plans. The LEA may request such data at any time. Presence shall provide this data supporting progress within a commercially reasonable period. Presence is responsible for updating of goals and objectives, progress reporting and development of present levels of performance with respect to services for which Presence is providing pursuant to this Agreement.

28. LEA STUDENT CHANGE OF RESIDENCE. If Presence has actual knowledge of LEA student's change of residence, Presence will notify LEA. It is understood by the Parties, that Presence provides Services virtually and therefore will unlikely be able to ascertain LEA student's location. Presence depends on LEA knowing the LEA student's residence and any changes thereto.

29. PROFESSIONAL CONDUCT. It is understood that all Presence's employees, agents, and Clinical Staff shall adhere to customary professional standards when providing Services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Except as otherwise expressly set forth herein, Services are provided "as is" without any warranty and Presence expressly disclaims any and all warranties, express, implied, or statutory, including warranties of title, noninfringement, merchantability, and fitness for a particular purpose.

30. PRESENCE PROPRIETARY RIGHTS. Presence owns all right, title, and interest in and to the Platform and retains all rights and title to all proprietary content in the Platform, including therapy playlists and

related documents and content, and retains all right, title and interest to any work product or other intellectual property developed and/or created by, or on behalf of, Presence.

31. MONITORING. Presence shall comply with applicable law concerning the monitoring or auditing of its program and services to LEA students.

32. CLEARANCE REQUIREMENTS. Presence shall comply with applicable requirements of California Education Code section 44237 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for Presence's employees and Clinical Staff, who have contact with LEA Students. Presence hereby certifies that it will only place Presence's service providers with LEA that have not been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's or Clinical Staff's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code Section 44237 (i) or (j). In addition, with regard to employees and Clinical Staff who will have direct contract with LEA students, Presence shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

33. CLINICAL STAFF. In addition to employee service providers, Presence may engage independent contractors to provide the Services ("Clinical Staff"), and Presence will ensure that all Clinical Staff meet all requirements for licenses, clearances, and qualifications required by the CDE and this Agreement. Presence shall remain fully responsible for any and all of its obligations under this Agreement.

34. STAFF QUALIFICATIONS. Presence shall ensure that all of Presence's employees and Clinical Staff who provide Services to LEA pursuant to this Agreement hold the required credentials and state License consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(y), 3064 and 3065.

a. The term "credential" means a valid License, as defined below, or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(j).

b. The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(r).

Such qualified employees and Clinical Staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and may not assume responsibility or authority for another related services provider or special education teacher's scope of practice. Presence shall comply with all applicable laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision. At LEA's request, Presence shall submit to LEA a list and copies of all current licenses, credentials, permits and/or other

documents which entitle the holder to provide special education related services of employees and Clinical Staff who will be providing services to LEA students pursuant to this Agreement.

35. SERVICE PROVIDER ABSENCE. When Presence's service provider is absent, Presence shall notify LEA and arrange for a "make-up" session. Presence will provide to LEA documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. Should a service provider take a leave of absence, then the Presence will attempt to provide a qualified substitute to take over the services to the student. Presence shall not "bank" or "carry over" make-up service hours under any circumstance, unless otherwise agreed to in writing by Presence and authorized LEA representative. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic agencies. It is understood, a representative of the Special Education Plan Local Area ("SELPA") of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Agreement, unless otherwise specified in this Agreement.

36. HEALTH AND SAFETY. Presence shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. Presence shall comply with the requirements of California Education Code sections 35021 et. seq., 49406, and Health and Safety Code Section 3454(a) regarding the examination of Presence's employees and volunteers for tuberculosis.

37. INCIDENT/ACCIDENT REPORTING. Presence shall submit within 24 hours, electronically, any accident or incident report to the LEA. Presence shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

38. CHILD ABUSE REPORTING. Presence and its staff members will adhere to applicable child abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates.

39. SEXUAL HARASSMENT. Presence shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the Presence's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. Presence further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

40. STUDENT ABSENCES. Presence shall notify LEA of the no-show or unplanned absence of an LEA student no later than the fifth consecutive service day of the student's absence or as specified in the LEA Procedures.

41. INSPECTION AND AUDIT. Presence shall maintain, and the LEA shall have the right to request access to examine and audit the books, records, documents, accounting procedures and practices and other evidence that reflects all costs claimed to have been incurred or fees claimed to have been earned under this Agreement. All records shall be provided to LEA by electronic means or, at LEA's request and expense, in hard copy, within a commercially reasonable period of a written request from LEA.

42. INVOICE. In consideration for the Services, LEA agrees to pay Presence, in accordance with the fees identified on the Service Order upon receipt of invoices and any related documents. All undisputed amounts are due within thirty (30) days of the invoice date. Outstanding balances shall accrue interest

at a rate equal to the lesser of one and one-half percent (1.5%) per month or the maximum rate permitted by applicable law, from due date until date paid, plus Presence's reasonable costs of collection.

43. FEES.

43.1 Weekly Dedicated Hours. Beginning on a mutually agreed date through the end of the Term, LEA will be charged for a specified number of hours per week that Presence will make clinicians available to provide Clinical Services. The LEA may reduce the number of weekly dedicated hours upon sixty (60) days' notice to Presence.

43.2 Flexible Hours. The Service Order may provide for flexible hours for a particular Clinical Service, the fee for which shall be based on a per hour, per Clinician basis. If LEA cancels a session with less than 24 hours advance notice, a session does not occur due to a student absence, or if a student fails to attend a session (each such instance, an "Unplanned Student Absence"), LEA agrees to pay Presence (i) if the Unplanned Student Absence is from a therapy session, the applicable rate for the duration of such therapy session or (ii) if the Unplanned Student Absence is from an assessment, the applicable fee shall be $20.00 for an SLP assessment, $20.00 for an OT assessment, or $30.00 for a BMH or Psychoeducational Assessment.

43.3 Assessments. If applicable, the Service Order may specify that Presence will provide educational assessments (e.g., Psychoeducational, OT, speech, etc.). The applicable fees for assessments will be set forth in the Service Order.

43.4 Assessment Commitment. Except with respect to Psychoeducational Assessments, if applicable, the Service Order may specify the minimum number of initial assessments for which payment is due at the end of the Term. Screenings, review of records, and evaluations may count towards this Assessment Commitment. At the end of the Term, Presence will reconcile the Assessment Commitment with actual initial assessments given, and LEA will be invoiced an amount equal to price of an ECAR as specified in the Service Order multiplied by the number of initial assessments that were not conducted.

43.4 Psychoeducational Assessment Commitment. If applicable, the Service Order may specify a minimum fee for Psychoeducational Assessments for which payment is due at the end of the Term (such payment, the "Psychoeducational Assessment Commitment Fee"). At the end of the Term, Presence will reconcile the Psychoeducational Assessment Commitment Fee with the actual Psychoeducational Assessment fees billed, and LEA will be invoiced for the difference between the Psychoeducational Assessment Commitment Fee and the actual Psychoeducational Assessment fees billed.

43.5 Program Implementation Fee. Each Service Order will include a non-refundable Program Implementation Fee for technology onboarding, clinician onboarding, training onsite support, developing procedures and gathering data to create service handbooks, review and data input of student referrals, assigning students to appropriate clinicians, and scheduling student services.

43.6 Service Coordination Fee. Beginning in the second calendar month of the Term, each monthly invoice will include a non-refundable Service Coordination Fee for ongoing scheduling and referral management, support for school personnel, and district-level communication to providers.

44. SEEKING PAYMENT FROM OUTSIDE SOURCES. Presence will not bill Medi-Cal or any other agency for the costs associated with the provision of services to LEA students. Presence shall not seek payment from parents for the services being provided by Presence (including, but not limited to, screenings,

assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Agreement) or the provision of progress reports, report cards, and/or any assessments, interviews, or meetings.

45. EQUIPMENT. Presence is not responsible in providing the LEA's students with any equipment, including, but not limited to, computers, laptops, video cameras, document cameras, or headsets. It will be the responsibility of LEA that its students have all appropriate equipment necessary to receive Services, including internet. LEA may purchase equipment from Presence as specified in the Equipment Schedule.

46. SERVICE PROVIDER CONVERSION; CONVERSION FEE.

46.1 Service Provider Conversion. During the Term of this Agreement, LEA may not, directly or indirectly, solicit, induce, hire, or attempt to induce or hire any Presence service providers except in accordance with the terms set forth in this Section 46.

46.2 Conversion Fee. During any Term, and for a period of twelve months thereafter, LEA shall notify Presence of its intent to offer employment to any Presence service provider not less than ten (10) calendar days prior to offering such employment (any service provider that accepts such offer of employment, a "Converted Service Provider"). Upon the date a Converted Service Provider commences employment with LEA (the "Conversion Effective Date"): (i) the Converted Service Provider shall be allowed to continue to utilize the Platform (in the same manner and with the same functionality as the Converted Service Provider utilized the Platform prior to the Conversion Effective Date) through the earlier of the expiration of the Term and (ii) LEA shall pay Presence a fee of $20,000.

47. INDEMNIFICATION AND HOLD HARMLESS. To the fullest extent allowed by law, Presence shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and Clinical Staff ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of Presence, including, without limitation, its agents, employees, Clinical Staff or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). To the fullest extent allowed by law, LEA shall indemnify and hold Presence and its Board Members, administrators, employees, agents, attorneys, and Clinical Staff ("Presence Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Agreement or its performance, to the extent that such loss, expense, damage or liability was proximately caused by the negligent or willful act or omission of LEA, including, without limitation, its agents, employees, Clinical Staff or anyone employed directly or indirectly by it (excluding Presence and/or any Presence Indemnities). The foregoing obligations are conditioned upon: (a) prompt written notice by the indemnified party to the indemnifying party of any claim, action or demand for which indemnity is claimed; (b) complete control of the defense and settlement thereof by the indemnifying party, provided that no settlement of an indemnified claim shall be made without the consent of the indemnified party, such consent not to be unreasonably withheld or delayed; and (c) reasonable cooperation by the indemnified party in the defense as the indemnifying party may request. The indemnified party shall have the right to participate in the defense against the indemnified claims with counsel of its choice at its own expense. In no event will Presence be liable for any incidental damages, consequential damages, or any lost profits arising from or relating to this Agreement or to the services provided pursuant to this Agreement, whether in contract or tort or otherwise, even if Presence knew or should have known of the possibility of such damages. Presence's cumulative liability relating to this Agreement will not exceed the actual fees paid by LEA to Presence during the school year for three (3) months immediately preceding the date on which a claim is made; provided that such amount shall

under no circumstances exceed $10,000. LEA acknowledges that this Agreement reflects an adequate and acceptable allocation of risk and that in the absence of the foregoing limitations Presence would not enter into this Agreement. LEA represents that it is self-insured in compliance with the laws of the state of California, that the self-insurance covers district employees acting within the course and scope of their respective duties, and that its self-insurance covers LEA's indemnification obligations under this Agreement.

48. REPRESENTATIONS. LEA hereby represents and warrants to Presence as follows:

a. LEA has the right, power, and authority to enter into and perform its obligations under this Agreement;

b. LEA has obtained all necessary consents in accordance with its operations to execute and deliver this Agreement and perform its obligations under this Agreement;

c. the undersigned has the right, power and authority to enter into this Agreement on behalf of LEA;

d. this Agreement constitutes the legal, valid and binding obligation of LEA, enforceable against LEA in accordance with its terms, subject only to the effect, if any, of (A) applicable bankruptcy and other similar laws affecting the rights of creditors generally and (B) rules of law governing specific performance, injunctive relief and other equitable remedies;

e. the execution, delivery, performance of and compliance with this Agreement will not, with or without the passage of time, result in any violation or be in conflict with or constitute a default under any contract to which LEA is a party or any terms or provisions thereof;

f. LEA will comply with any applicable law concerning Services, including but not limited to obtaining informed parental consent where required, and take no action that prevents or impedes Presence or its employees, agents or Presences from complying with any applicable law;

g. that LEA has verified the accuracy, completeness and appropriateness of all students' medical, educational, demographic, disciplinary, and therapeutic-related information (hereinafter referred to as "Student Records") prior to LEA's providing Presence with access to such Student Records;

h. that LEA acknowledges and agrees that the professional duty to educate, supervise and treat the students lies solely with LEA, and that the provision of Services in no way replaces or substitutes for the professional judgment of LEA or a service provider;

i. that prior to receiving services, LEA will provide Presence with the conditions described in the technical specifications available at https://www.presencelearning.com/tech-requirements/. , and other conditions as set forth by Presence, and that if LEA does not provide Presence with the specified conditions, as determined by Presence in its sole discretion, within 30 days of the beginning of a Term, Presence does not guarantee sufficient service provider availability to provide Services; and

j. that LEA acknowledges that Presence is not a healthcare provider, and that it cannot and does not independently review or verify the medical accuracy or completeness of Student Records made available to it pursuant to this Agreement.

[Signature page follows]

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first above written.

PresenceLearning, Inc.	**LEA**
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

EQUIPMENT PURCHASE SCHEDULE

This Equipment Purchase Schedule (the "Equipment Purchase Schedule") is incorporated and made part of the Agreement between PresenceLearning, Inc ("Presence") and LEA and lists the terms and conditions upon which LEA may purchase hardware, Test Kits, OT Kits and materials (collectively "Equipment") from Presence. Unless otherwise defined herein, capitalized terms shall have the definition set forth in the Agreement.

1. HARDWARE AVAILABLE FOR PURCHASE. LEA may, at LEA's option, purchase the hardware set forth below at the purchase prices set forth opposite each hardware type (note that the listed prices do not include any applicable tax or shipping costs):

Equipment Type	Price per unit
Standard webcam with tripod	$49.00
ANDREA Over Ear USB headset	$29.00
ANDREA 455 Stereo headset	$25.00
ANDREA Y-100B Splitter	$5.00
ANDREA USB Sound Card Adapter	$14.00
Document Camera	$90.00

LEA is not restricted from purchasing hardware from any other vendor or any third-party. A list of the recommended hardware providers and specifications is provided at https://presencelearning.com/tech-requirements/.

2. WISC-V AND WAIS-IV KITS.

2.1 Purchase of WISC-V Kits and/or WAIS -IV Kits If LEA has access to WISC-V and/or WAIS-IV assessments, LEA may purchase WISC-V and/or WAIS-IV test kits (each, a "Test Kit") from Presence. Test Kits are not included in the price of the assessments. Each Test Kit comes with one (1) set of Block Design Blocks and one (1) Block Design Stimulus Book for use in connection with the WISC-V and/or WAIS-IV assessments. Prices of the Test Kits will be reflected in the Service Order entered into at the time the Test Kits are to be purchased.

WISC-V / WAIS -IV	Price per unit
Block Design only Stimulus Book	$11.00
Block Design Blocks	$46.00

2.2 Tracking and Return of Kits. LEA understands and acknowledges that the Test Kits are considered trade secrets by their respective publishers and will make commercially reasonable efforts to retrieve the Test Kit from each student who received one. After a Test Kit has been used by a student, LEA must arrange for the return of the Test Kit directly to LEA. On a quarterly basis, LEA will

acknowledge and confirm to Presence that the Test Kits are in LEA's possession (in a mutually agreed upon manner). At no time will a Test Kit remain in the possession of a LEA's student once it has been used.

3. OT KITS. LEA may purchase Occupational Therapy Kits (each, an "OT Kit") for a fee of $85.00 per OT Kit. Each OT Kit includes materials that may be utilized in occupational therapy sessions.

4. DELIVERY AND DELIVERY ADDRESS; TITLE; RISK OF LOSS.

4.1 Delivery and Delivery Address. Presence will ship Equipment to the addresses provided by LEA. LEA is solely responsible for providing the correct shipping address for each addressee that is to receive the Equipment. If LEA provides an incorrect address, then LEA will purchase replacement Equipment that will be delivered to the correct address. If Equipment is misdelivered due to Presence's error, Presence will promptly ship replacement Equipment to the correct address at no cost to LEA.

4.2 FOB. Presence shall ship and deliver the Equipment FOB destination, and the title to and risk of loss of the Equipment will pass to LEA upon delivery.

4.3 Delivery Dates. All delivery dates are approximate. Presence shall not be liable for any losses, damage, penalties or expenses for failure to meet any expected delivery date.

4.4 Received and Accepted. Equipment is deemed received and accepted upon delivery to the address provided by LEA.

5. INSPECTION OF GOODS. LEA has the right to examine the Equipment upon receipt and has 3 days in which to notify Presence of any claim for damages based on the condition of the Equipment. Such notice must specify in detail the particulars of the claim. Failure to provide such notice within the requisite time period constitutes irrevocable acceptance of the equipment. Defective Equipment must be returned to Presence in accordance with accepted trade practices.

6. FEES; PAYMENT. LEA agrees to pay for the Equipment according to the terms set forth in the applicable Service Order. LEA is responsible for all taxes and shipping, which fees may vary based on shipment destination.

7. DISCLAIMER OF WARRANTY. Presence is not the manufacturer of the Equipment and the Equipment is being sold "as is," and Presence disclaims all warranties of quality, whether express or implied, including the warranties of merchantability and fitness for particular purpose.

8. DELAY OR FAILURE TO PERFORM. Presence will not be liable to LEA for any delay, non-delivery or default due to labor disputes, transportation shortage, Acts of God, or any other causes outside of Presence's control. Presence shall notify LEA immediately upon realization that it will not be able to deliver the Equipment as promised.

Coversheet

"Flagship" (FS) Review of Local Indicators and 24-25 LCAP Approval

Section:	III. 24-25 Local Indicators Review and LCAP Approval
Item:	A. "Flagship" (FS) Review of Local Indicators and 24-25 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	Voices Flagship Local Indicators 24.pdf Voices Flagship Final LCAP 2024 Combined (1).pdf

California Department of Education
January 2024

Local Performance Indicator Quick Guide

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Voices Flagship 24

Local Indicator Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

In the 2023-24 school year, we experienced a shift in staff, including the hiring of a new principal. While we have returning staff share our best practices for understanding, unpacking, assessing and learning from standards in our professional learning community, many of our teachers were new and we had to introduce them to curriculum and best practices. We are currently exploring different curriculum in certain grades, as we undergo curriculum reviews, though we are sustaining our protocols to support teachers regardless of the curriculum (for example, internalization protocols).

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

Instructions

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

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

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

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

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

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

   In the prior year, it was difficult for staff to provide the opportunity for stakeholder engagement due to teacher and administrative vacancies. The focus was on behavior management, student safety, and teacher support. This year, Voices was able to start the year with a fully staffed administrative team consisting of a Principal, Dean of Culture, Instructional Coach, Business Manager and Student Services Manager. The focus this school year was establishing a strong school culture and relationships with staff, students, and families. As a result, there was more communication between staff and parents about student progress,

school events and attendance. The principal held Cafecitos and ELAC meetings to provide updates on the school and upcoming events, discuss LCAP goals, and give parents the opportunity to provide feedback, input, and share any concerns. There were also a variety of school-wide events for families to attend. With a more consistent staff, parents were also able to have regular communication with teachers and personalized parent/teacher conferences. The success of our achievements can be seen in our Average Daily Attendance (ADA), which was consistently over 90% because of the greater sense of belonging and joy staff and students now feel at school.

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

   In order to continue to build a strong school culture and relationships with staff, students, and families, the school site will focus on increasing students' daily attendance and increasing family engagement at Cafecitos and ELAC meetings. For the upcoming school year, we have established a procedure to follow up with parents/guardians about student tardies and absences to ensure more consistent communication and provide support, if needed. Voices will also be providing more incentives to engage parents/guardians, providing more hybrid options to accommodate our working families, and providing more workshops directed specifically to parents/guardians based on their input.

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

   In order to improve the engagement of our underrepresented families, we:

   - send out communication and materials in both English and Spanish,
   - provide materials digitally and in printed form,
   - make proactive calls when needed, and
   - provide office hours for families to receive support from staff.

   When families are required to do any online forms or applications, they often struggle with the language barrier, technology access, or ability to navigate the technology, so the school leadership team will assist families in completing the forms. Voices also provides translations for all of our communication, in-person events, and online events.

Section 2: Building Partnerships for Student Outcomes

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

   This year, Voices partnered with the Boys and Girls Club, Art in Action, Pacific Clinics, and various high schools in the Bay Area. The Boys and Girls Club partnership allows Voices to receive support with enrichment block and provides an expanded learning opportunity through their after-school program. This enables Voices' students to build rapport/relationship with the staff, which contributes to greater student outcomes. The Art in Action Program is rooted in the National Core Arts Standards. For Voices' enrichment block, we partnered with Pacific Clinics to provide parent workshops and support on-site with small groups. Pacific Clinics also provides a Social Emotional Learning (SEL) advisory to meet with middle school students (6th - 8th grade) once a week. Lastly, Voices collaborated with local high schools for exiting eighth grade students. We hosted a High School Night, where about 15 high schools tabled at the Voices campus. The event was open to all families, while targeting our graduating 8th grade students and families.

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

   The last quarter of this year, Voices began working on our partnership with Pacific Clinics. In the upcoming school year, Voices is planning a series of parent/guardian workshops based on topics parents/guardians shared the most interest in to support their child. The topics include mental health awareness, substance and drug abuse, internet etiquette, healthy and positive relationships, and various other topics. In addition to parent/guardian workshops, the Voices team will provide families with resources and guidance on supporting their children through academic and education-based workshops. Voices is also exploring partnerships for our students focused on the performing arts.

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

   In order to improve the engagement of our underrepresented families, we:

   - send out communication and materials in both English and Spanish,
   - provide materials digitally and in printed form,
   - make proactive calls when needed, and
   - provide office hours for families to receive support from staff.

   When families are required to do any online forms or applications, they often struggle with the language barrier, technology access, or ability to navigate the technology, so the school leadership team will assist families in completing the forms. Voices also provides translations for all of our communication, in-person events, and online events.

Section 3: Seeking Input for Decision-Making

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	2
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

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

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

   Voices biggest strength this year has been the ability to cultivate a strong school and community culture amongst staff, students and families. The meaningful relationships that have been established allowed for stronger staff retention, parental engagement, and improvement in student behaviors.

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

   Voices hosts Cafecitos throughout the school year, where parents, families, and other stakeholders are able to share feedback, input, and suggestions. In addition to stakeholder engagement, Voices sends out a Network-wide survey to staff, students, and families. We utilize the Panorama platform to conduct the surveys twice a year and utilize the feedback and information provided from the surveys for future planning.

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

   In order to improve the engagement of our underrepresented families, we:

   - send out communication and materials in both English and Spanish,
   - provide materials digitally and in printed form,
   - make proactive calls when needed, and
   - provide office hours for families to receive support from staff.

   When families are required to do any online forms or applications, they often struggle with the language barrier, technology access, or ability to navigate the technology, so the school leadership team will assist families in completing the forms. Voices also provides translations for all of our communication, in-person events, and online events.

School Climate (LCFF Priority 6)

Introduction

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

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

Instructions

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

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

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

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

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified

through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response:

In the 2023-24 school year, Voices administered the Panorama student support and environment survey in Fall and Spring. Based on the Spring survey, 41% of students in grades 4th-5th and 22% of students 6th-8th grade responded favorably to having a sense of belonging on campus. 51% of students in grades 4th-5th and 58% of students 6th-8th grade responded favorably to the safety category of questions. This year Voices added a school climate category of questions and 40% of students in grades 4th-5th and 24% of students 6th-8th grade responded favorably to this section. In addition, the Panorama Post Family-School relationships survey data showed 83% of parents/ guardians responded favorably in regards to the school safety category.

Given this data, Voices partnered with Pacific Clinics to provide additional SEL and wellness support to students. Voices has also partnered with the Center for Character to work to restrengthen the Character Development work at the school.

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

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

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

Response: Voices uses different measures and tools to track progress on the broad course of study including:

1. Daily attendance, including attendance in middle schools blocks
2. Daily schedules for grades TK-8
3. Pacing calendars for math and ELA curriculum
4. Trackers for meeting the instructional minutes for students with special needs
5. Regular principal or coach or network walkthroughs to monitor implementation of academic program
6. Academic weekly data tracking to measure success of implemented course of studies in math and ELA
7. Academic lesson internalization and tracking
8. Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

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

Response: All students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices Franklin McKinley implements a full inclusion model for students with special needs. Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English Language Arts and Spanish Language Arts nonfiction and fiction passages.

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

Response: Voices Franklin McKinley offers a broad course of study to all students currently, but we are always looking to improve. Next year, for example, we are adopting a new Spanish language arts curriculum. Challenges that we have overcome include staffing challenges. We work hard to find bilingual, credentialed teachers and substitutes, and have filled in our positions successfully. However, it does take time to recruit, onboard, train and place a strong bilingual teacher in every classroom. This year, we were able to improve our onboarding processes for mid-year hires.

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

Response: Next year, we will focus on these initiatives:

- Sense of Belonging: Making sure Voices students continue to feel safe and supported so that they are in attendance and have access to a broad course of study.
- Spanish Language Arts: Voices is moving from teacher-created curriculum to a published curriculum to support teachers with internalizing lessons.
- Other curriculum: Voices will explore new curricula in other subject areas in specific grades.
- Simplifying assessment: Voices is paring down our assessments so we respond to the data we collect in a timely manner. We aim to bring cohesion to all of our systems, and one step is to strengthen our assessment cycles based on teacher feedback and student data.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
9. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

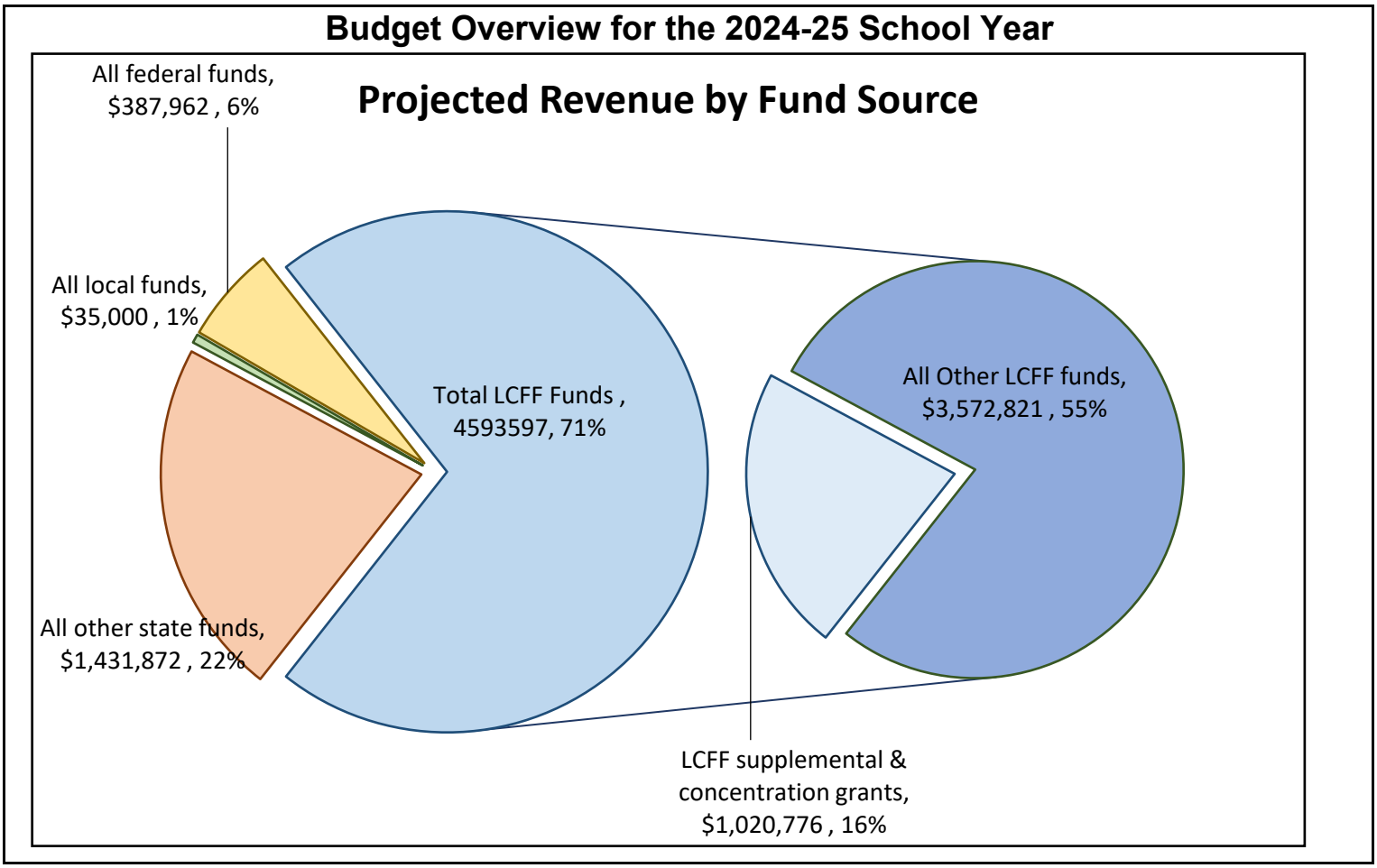
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy

CDS Code: 43694500113662

School Year: 2024-25

LEA contact information: Hugo Torres, Principal htorres@voicescharterschool.com (408) 361-1960

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).

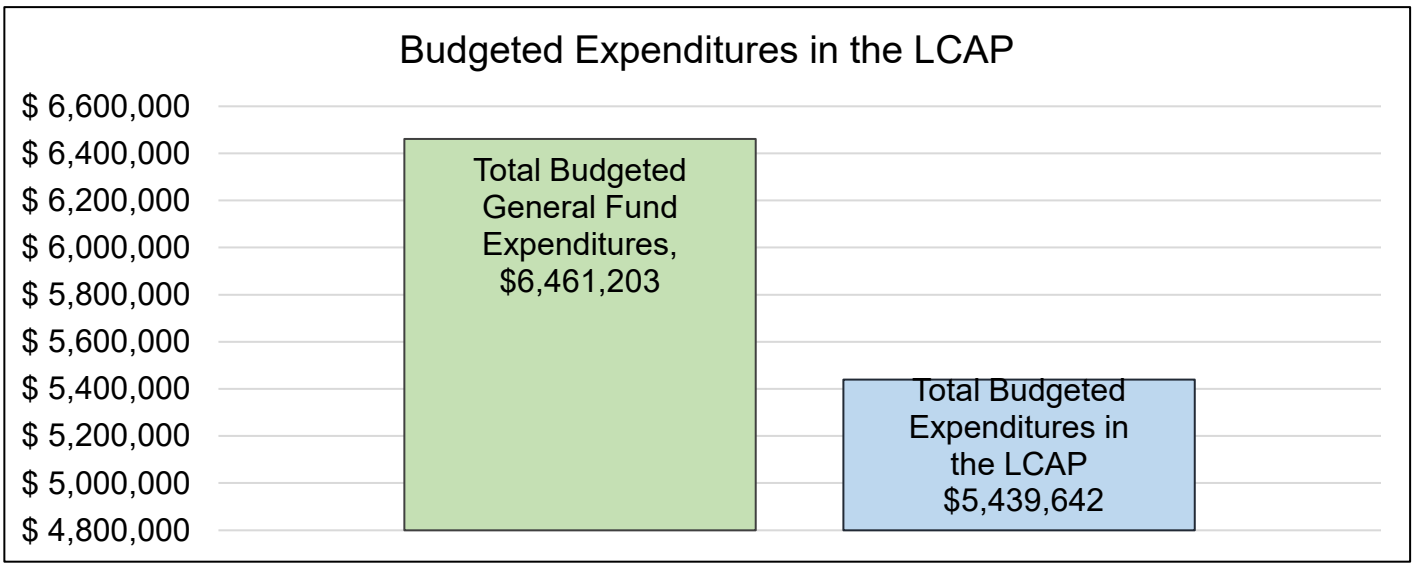


This chart shows the total general purpose revenue Voices College-Bound Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy is $6,448,431.00, of which $4,593,597.00 is Local Control Funding Formula (LCFF), $1,431,872.00 is other state funds, $35,000.00 is local funds, and $387,962.00 is federal funds. Of the $4,593,597.00 in LCFF Funds, $1,020,776.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy plans to spend $6,461,203.00 for the 2024-25 school year. Of that amount, $5,439,642.00 is tied to actions/services in the LCAP and $1,021,561.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

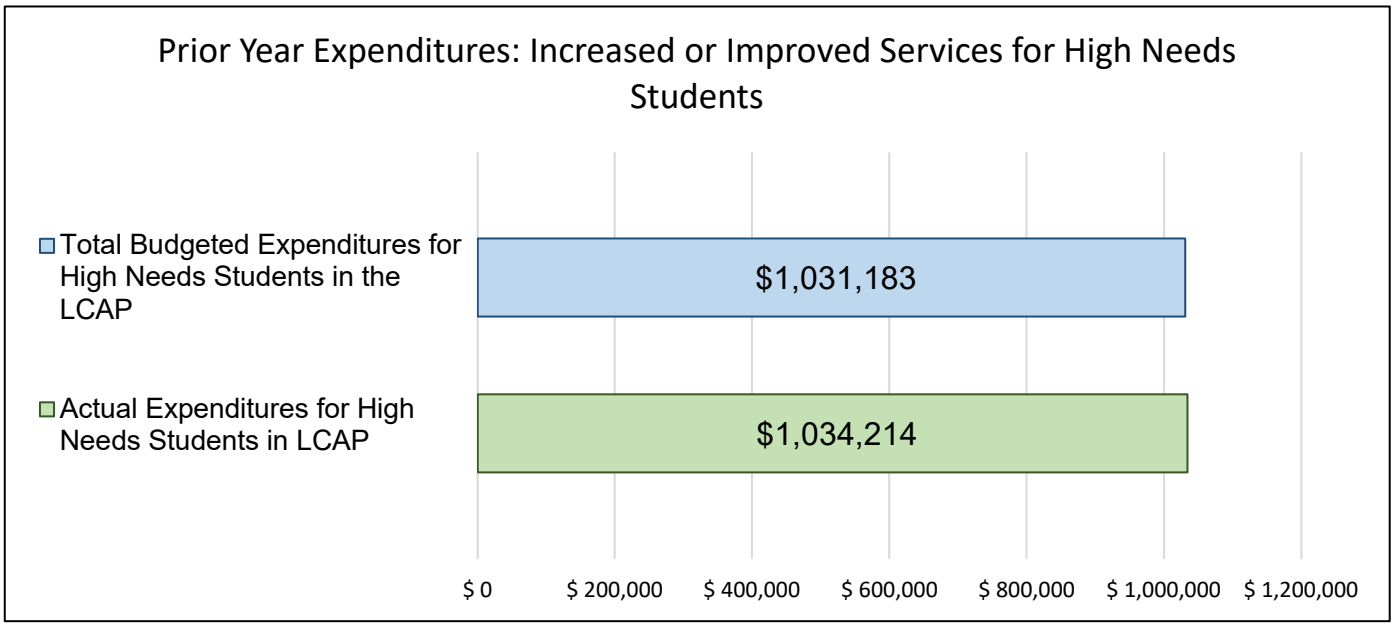
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

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

In 2024-25, Voices College-Bound Language Academy is projecting it will receive $1,020,776.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy plans to spend $1,062,276.00 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 2023-24



This chart compares what Voices College-Bound Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Voices College-Bound Language Academy's LCAP budgeted $1,031,183.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy actually spent $1,034,214.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy	Hugo Torres Principal	htorres@voicescharterschool.com 408-361-1960

Goals and Actions

Goal

Goal #	Description
1	**Promote the achievement of all students, and particularly English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in Voices' dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard- Academic Indicator **English Language Arts** average scale score distance from standard for all students and all numerically significant subgroups	All Students: 2.5 points above Hispanic -1.7 points below English Learners - 24.7 points below Socioeconomically Disadvantaged - 54.4 points below Students with Disabilities - 54.4 points below Data Year: 2018-19 Data Source: CA Dashboard	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 27.8 points below Hispanic: 31.2 points below English Learners: 50.7 points below Socioeconomically Disadvantaged: 38.3 points below Students with Disabilities: 104.1 points below Data Year: 2021-22 Data Source: CA Dashboard	All Students 34.7 points below Hispanic: 41.2 points below English Learners: 51.8 points below Socioeconomically Disadvantaged: 57.9 points below Students with Disabilities: 108.1 points below Data Year: 2022-23 Data Source: CA Dashboard	All Students - 3 points above Hispanic -3 points above English Learners - 14.7 points below standard Socioeconomically Disadvantaged - 44.4 points below Students with Disabilities - 44.4 points below Data Year: 2022-23 Data Source: CA Dashboard

CA School Dashboard- Academic Indicator **Math** average scale score distance from standard for all students and all numerically significant subgroups	All Students - 11.9 points below Hispanic -14.7 points below English Learners - 30.3 points below Socioeconomically Disadvantaged - 19.9 points below Students with Disabilities - 64.2 points below Data Year: 2018-19 Data Source: CA Dashboard	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 48 points below Hispanic: 50 points below English Learners: 71.4 points below Socioeconomically Disadvantaged: 58 points below Students with Disabilities: 107.6 points below Data Year: 2021-22 Data Source: CA Dashboard	All Students 66.8 points below Hispanic: 69.4 points below English Learners: 86.7 points below Socioeconomically Disadvantaged: 84.1 points below Students with Disabilities: 137.3 points below Data Year: 2022-23 Data Source: CA Dashboard	All Students - 1.9 points above Hispanic - 1.9 points above English Learners - 20.3 points below Socioeconomically Disadvantaged - 1.9 points above Students with Disabilities - 54.2 points below Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **English Language Arts/Literacy** (Overall performance in SBAC) for all students and all numerically significant subgroups	All Students - 50.81% Hispanic - 48.76% English Learners 19.49% Socioeconomically Disadvantaged - 47.44% Students with Disabilities 19.57% Data Year: 2018-19 Data Source: CAASPP results	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 42.29% Hispanic: 41.17% English Learners: 23.93% Socioeconomically Disadvantaged: 37.75% Students with Disabilities: 17.15% Data Year: 2021-22 Data Source: CAASPP results	All Students – 36.05% Hispanic – 33.79% English Learners 20.95% Socioeconomically Disadvantaged – 28.95% Students with Disabilities 10.71% Data Year: 2022-23 Data Source: CAASPP results	All Students - 56% Hispanic - 54% English Learners 30% Socioeconomically Disadvantaged - 52% Students with Disabilities 30% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **Math** (Overall performance in SBAC) for all students and all numerically significant subgroups	All Students - 43.27% Hispanic - 41.69% English Learners 20.34% Socioeconomically Disadvantaged - 36.74% Students with Disabilities 26.09 Data Year: 2018-19 Data Source: CAASPP results	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 33.99% Hispanic: 33.19% English Learners: 16.81% Socioeconomically Disadvantaged: 31.32% Students with Disabilities:17.14% Data Year: 2021-22 Data Source: CAASPP results	All Students – 19.92% Hispanic – 17.94% English Learners 9.26% Socioeconomically Disadvantaged – 14.92% Students with Disabilities 7.14% Data Year: 2022-23 Data Source: CAASPP results	All Students - 48% Hispanic - 47% English Learners 30% Socioeconomically Disadvantaged - 42% Students with Disabilities 36% Data Year: 2022-23 Data Source: CAASPP results

CA School Dashboard- **English Learner Progress Indicator (ELPI)** The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	ELPI is 48.4% Data Year: 2020-21 Data Source: ELPAC Summative CA Dashboard	ELPI not reported for 2020-21 48% Students Scored 3 or 4 on ELPAC Data Year: 2020-21 Data Source: ELPAC Score Reporting	ELPI is 42.3% Data Year: 2021-22 Data Source: CA Dashboard	ELPI is Low for 2023 ELPI is 46.4% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative	55% of English language learners progress at least one level or maintain ELPI Level 4 Data Year: 2022-23 Data Source: CA Dashboard
Percentage of students redesignated Fluent-English Proficient since last census	11.4% reclassification rate Data Year: 2019-20 Data Source: Dataquest	1.4% reclassification rate Data Year: 2020-21 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2021-22 Data Source: Dataquest	Data release delayed by the CDE Internal Data 15.38% Data Year: 2022-23 Data Source: Dataquest	15% reclassification rate Data Year: 2022-23 Data Source: Dataquest

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

SIOP training was provided by the network, but the majority of SIOP and Systematic ELD training occurred on site provided by the Instructional Coach. There is still a need for additional SIOP and Systematic ELD training as the majority of the students are ELs at Voices. The ELPAC was administered very well in 2023-24. This was improved due to the planning of the sequence of the ELPAC administration.

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.

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

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Action 1 (Systematic ELD and SIOP Teacher Training): Actual expenditure $2,380; Budgeted Expenditure $9,000. This is a decrease of 75% of budgeted expenditure. This action was decreased because most of the training occurred at the site level by the Instructional Coach though some of the costs were attributed to the network.

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

The systematic ELD and SIOP teacher training was partially effective during the three-year LCAP cycle because ELs are making slow progress as are all students and other significant subgroups. The ELs declined in CAASPP Math in 2023. The ELPAC administration has been effective, and it has improved over the three-year LCAP cycle.

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

In 2024-25, Goal 1 has been changed to Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. The previous Goal 1 and Goal 2 were combined to focus on student achievement. It has also allowed for the metrics to be streamlined to include all students and significant subgroups to appropriately assigned and fully credentialed teachers, access to standards aligned instructional materials, implementation of standards for all students and enable ELs access to CCSS and ELD standards, SBAC ELA, SBAC Math, CAST Science, ELA Local Assessment (ANET and MAP), Math Local Assessment (ANET and MAP) and SLA Local Assessment (to be determined), English Learner Progress Indicator (“ELPI”), and EL Reclassification Rate. The 2024-25 LCAP removed actions that are requirements like ELPAC administration and recruiting, monitoring, and maintaining highly qualified teachers. The actions in Goal 4 have been included in Goal 1 especially through professional development in the actions (Induction Program, Summer Professional Development, and School Leader Training). The 2024-25 actions in Goal 1 reflect the feedback from educational partners to include staffing the school, implementing core curriculum with fidelity (ELA, SLA, Math, Science, Social Science), support for ELs, support for SWD, rigorous professional development, technology infrastructure and support, academic interventions and supplemental materials, ensuring instructional practices by the Instructional Coach and Principal, associate teachers providing direct services to identified students, having the Student Services Manager ensure a strong MTSS program, effective after school program and summer school, network support infrastructure for transparency, and beginning to integrate a library, computer lab and resource room. The 2024-25 LCAP is strong, and implementation of the actions is attainable.

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.

Goal

Goal #	Description
2	**Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2: % proficient	29% of students proficient Data Year: 2020-21 Data Source: ANET Assessment Data	40% of students proficient in March 2022 Data Year: 2021-22 Data Source: ANET Assessment Data	23% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	10.73% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	45% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: ANET Assessment Data
Internal ELA Assessment 2-8 in Benchmark 2: % proficient	11% of students proficient Data Year: 2020-21 Data Source: ANET Assessment Data	18% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	15% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	4.42% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	30% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: ANET Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	51% of students met growth target Data Year: 2020-21 Data Source: MAP Assessment Data	51% of students met growth target Data Year: 2021-22 Data Source: MAP Assessment Data	44% of students met growth target Data Year: 2022-23 Data Source: MAP Assessment Data	34% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	58% of students meet their growth goals in ELA based on MAP Reading Data Year: 2023-24 Data Source: MAP Assessment Data
Math MAP Assessment Growth Goals: % meeting growth goal	48% of students met growth target Data Year: 2020-21 Data Source: MAP Assessment Data	59% of students met growth target Data Year: 2021-22 Data Source: MAP Assessment Data	38% of students met growth target Data Year: 2022-23 Data Source: MAP Assessment Data	47.8% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	58% of students meet their growth goals in math based on MAP Math Data Year: 2023-24 Data Source: MAP Assessment Data

% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2020-21 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2022-23 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials Data Year: 2020-21 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2022-23 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Curriculum Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list
CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups (added in 2022)	No CAST data for 2021 due to the pandemic related testing disruptions	N/A (metric added in 2022)	All Students: 6.97% Hispanic: 7.14% English Learners: 2.7% Socioeconomically Disadvantaged: 6.25% Students with Disabilities: 0% Data Year: 2021-22	All Students: 11.25% Hispanic: 10.67% English Learners: 0% Socioeconomically Disadvantaged: 7.32% Students with Disabilities: Too Few Students Data Year: 2022-23	**All Students**: 15% **Hispanic**: 14% **English Learners**: 4% **Socioeconomically Disadvantaged**: 11% **Students with Disabilities**: 4% Data Year: 2022-23 Data Source:

			Data Source: CAASPP Results	Data Source: CAASPP results	CAASPP results

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

The benchmark assessment licenses and screeners were implemented, but there is a noted discrepancy between the curriculum, standards, and benchmarks. In order to prepare for Charter Renewal, it is important to transition from reliance on the ANET to MAP because MAP is an adopted academic progress indicator to be used in the charter school renewal process by the CDE. There is a strong need for an SLA curriculum in a dual immersion program as well as science and social science curriculum to ensure access to a broad course of study. EL Education needs to be used with fidelity. Eureka Math is not demonstrating the growth anticipated. There are many resources for teachers (Achieve3000, Dreambox, SmartyAnts, etc.) that teachers need additional training to improve the use of these resources. Staff coaching was successfully implemented this year and teachers' skills are steadily improving. The associate teachers were implemented well, and they need to continue to receive professional development. Time has been set aside for collaboration between associate teachers and teachers. The technology resources were implemented and could be used more effectively to drive instruction. Formative assessment programs was implemented, and the Charter School holds weekly data meetings. The Student Services Manager has been fully staffed and implemented this year, and there was a positive shift in the Special Education department. LAS link administration was implemented successfully. Small class sizes, teacher recruitment, and teacher retention was implemented and there are no teacher vacancies. Some class sizes are large, but most are in the anticipated average small size.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Benchmark Assessments Licenses and Screeners): Actual expenditures $18,094; Budgeted Expenditures: $23,460. This is a decrease of 23% of budgeted expenditure. This action was decreased because the cost of the benchmarks and screeners were on multi-year budgets. Additional focus could have been spent on TK-1 benchmarks and screeners.

Action 2 (Standards Aligned Core Curriculum): Actual expenditures $21,605; Budgeted Expenditures: $16,000. This is an increase of 35% of budgeted expenditure. This action was increased because there have been additional instructional materials to support core curriculum.

Action 4 (Associate Teachers): Actual expenditures $310,410; Budgeted Expenditures: $231,884. This is an increase of 34% of budgeted expenditure. This action was increased due to the increase of associate teachers and increased costs of health and welfare benefits.

Action 5 (Technology and programs for adaptive intervention programs): Actual expenditure: $43,715; Budget Expenditure $231,884. This is a decrease of 45% of budgeted expenditure. This action was decreased to because there were multi-year contracts and a limited attempt to replace, add, and upgrade equipment.

Action 6 (Formative Assessment Programs): Actual expenditure: $5,281; Budget Expenditure $2,000. This is an increase of 164% of budgeted expenditure. This action was increased because teachers have been utilizing Go Formative and other formative assessment programs.

Action 8 (LAS Links Administration): Actual expenditure: $1,984; Budget Expenditure $4,000. This is a decrease of 50% of budgeted expenditure. This action was decreased because the cost of LAS Links was less than expected.

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

The benchmark assessment licenses and screeners were partially effective during the three-year LCAP cycle, but there is a noted discrepancy between the curriculum, standards, and benchmarks. Standards Aligned core curriculum was partially effective because the EL Education and Eureka Math curriculum was implemented, but the curriculum must be used with fidelity in order to ensure equity among the classes. Voices needs to adopt an SLA curriculum. Middle School has science and social science curriculum, and the elementary uses EL Education and supplements with Mystery Science, Achieve3000, and Newsela. Staff Coaching Support was effective in Year 3. Associate teachers have been partially effective because there were vacancies in Year 1 and 2. Year 3 the positions have been filled, and the associate teachers need training to provide direct service to students and run small group instruction. Enrichment has been moved to later in the school day. Technology and adaptive intervention programs were partially effective because it is used, but it needs to be used with more fidelity and data analysis to drive instruction. Formative assessment programs was partially effective because they need to be used schoolwide. The Student Services Manager action was partially effective due to vacancies until Year 3 when the position was fully staffed. There needs to be cohesion of this position across the network. The Student Services Manager need to actively collaborate during IPP and data meetings across the network. LAS Links administration is not effective because though the assessment is completed, there is no data sharing, aggregation, or processing. Small class sizes, teacher recruitment, and retention action was partially effective. Some classes have 34 students, there were numerous vacancies and teacher turnover events especially in Year 1 and 2 which improved from Year 2 to Year 3. Voices is a Teach for America school and a training ground for new teachers.

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

In 2024-25, Goal 2 has been changed to Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. The previous Goal 1 and Goal 2 were combined to focus on student achievement. In 2024-25, the metrics for have been focused on student engagement to include facilities, attendance rate, chronic absenteeism rate, middle school dropout rate, suspension rate, expulsion rate, broad course of study, and student surveys on the sense of safety and school connectedness. The actions now focus on supporting the student and their educational experience to include field trips, student health, school supplies, safe and clean facilities, positive school climate and culture, attendance support, enrichment activities and advisory curriculum, middle school culture, Dean of Culture, and School Counselor. The feedback for the educational partners is to focus on the social emotional health and well-being of students and to ensure that students are engaged and connected to the school community.

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.

Goal

Goal #	Description
3	**Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families responding to survey # of parents attending LCAP meetings	65% survey response. No baseline (sign in sheet) parents/guardian participation LCAP meetings Data Year: 2020-21 Data Source: Local Surveys and Sign-in sheets	11.3% survey response Due to Covid protocols all meetings were conducted virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets	13.5% survey response 4 Parents attended LCAP meeting Data Year: 2022-23 Data Source: Local Surveys and Sign-in sheets	School received 60 survey responses 11 Parents attended LCAP meeting Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets	At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Sign-in sheets and training dates	0% No workshops or parent education classes were conducted this year Data Year: 2022-23 Data Source: Sign-in sheets and training dates	2 parent education workshops or parent education classes were conducted this year Data Year: 2023-24 Data Source: Sign-in sheets and training dates	At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class Data Year: 2023-24 Data Source: Sign-in sheets and training dates

Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure) ALL 95.64% ELs 92.83% SED on red 93.31% Data Year: 2019-20 Data Source: P-2 Report, SIS	ALL 89.69% (amended in 2023) ELs 88.31% SED 87.78% Data Year: 2021-22 Data Source: P-2 Report, SIS	ALL: 90.78% ELs: 90.84% SED: 92.42% Data Year: 2022-23 Data Source: P-2 Report, SIS	ALL: 96.70% Data Year: 2023-24 Data Source: P-2 Report, SIS	Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SED Data Year: 2023-24 Data Source: P-2 Report, SIS
Chronic Absenteeism rate for all students and all numerically significant subgroups	All -12.2% EL - 12.3% Hipanic - 12.7% Socioeconomically Disadvantaged - 13% Data Year: 2019-20 Data Source: CA Dashboard	All: 9.5% EL - 13.2% Hispanic - 9.7% Socioeconomically Disadvantaged: 12.2% Data Year: 2020-21 Data Source: Dataquest	All: 48.8% EL: 54.5% Hispanic: 50.8% Socioeconomically Disadvantaged: 51.9% SWD: 55.8% Data Year: 2021-22 Data Source: CA Dashboard	All: 37.3% Chronically absent EL – 38.1% Hispanic – 38.4% Socioeconomically Disadvantaged: 38% SWD: 31.3% Data Year: 2022-23 Data Source: Dataquest	All <10% chronically absent EL <10% chronically absent Hispanic <10% chronically absent Socioeconomically Disadvantaged <10% chronically absent Data Year: 2022-23 Data Source: Dataquest
Middle School Dropout Rate	0% Data Year: 2019-20 Data Source: CALPADS 8.1C	0% Data Year: 2020-21 Data Source: CALPADS 8.1C	0% Data Year: 2021-22 Data Source: CALPADS 8.1C	0% Data Year: 2022-23 Data Source: CALPADS 8.1C	Voices will maintain a middle school dropout rate of ≤2% Data Year: 2022-23 Data Source: CALPADS 8.1C

Percentage of Student Suspended for all students and all numerically significant subgroups	All - 0.2% Students with Disabilities 0% Data Year: 2019-20 Data Source: CA Dashboard	0% - schoolwide and for students with disabilities Data Year: 2020-21 Data Source: DataQuest	All: 3.6% EL: 3.5% Hispanic: 3.6% SED: 4.4% Students with Disabilities: 5.7% Data Year: 2021-22 Data Source: CA Dashboard	All: 1% EL: 1.1% Hispanic: 0.8% SED: 0% Students with Disabilities: 2% Data Year: 2022-23 Data Source: CA Dashboard	Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities Data Year: 2022-23 Data Source: Dataquest
Student Expulsion Rate for all students and all numerically significant subgroups	0% Data Year: 2019-20 Data Source: Dataquest	0% Data Year: 2020-21 Data Source: Dataquest	0% Data Year: 2021-22 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest	Maintain a low expulsion rate of ≤1% Data Year: 2022-23 Data Source: Dataquest

% of students grades 4-8 responding favorably to survey Sense of Belonging section*	58% of students grades 4th-5th responded favorably 54% of students grades 6th-8th responded favorably Data Year: 2020-21 Data Source: Panorama	54% of students grades 4th-5th responded favorably 39% of students grades 6th-8th responded favorably Data Year: 2021-22 Data Source: Panorama	69% of students grades 4th-5th responded favorably 38% of students grades 6th-8th responded favorably Data Year: 2022-23 Data Source: Panorama	51% of students feel safe at school and on campus (grades 4-5). 58% of students feel safe at school and on campus (grades 6-8). 41% of students feel a sense of belonging in the school community (grades 4-5). 22% of students feel a sense of belonging in the school community (grades 6-8). Data Year: 2023-24 Data Source: Panorama	At least 70% of students respond favorably Data Year: 2023-24 Data Source: Panorama
% of parents/guardians responded favorably to school safety question	93% of parents/guardians responded favorably Data Year: 2020-21 Data Source: Panorama	76% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Panorama	69% of parents/guardians responded favorably Data Year: 2022-23 Data Source: Panorama	83% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Panorama	At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Panorama

% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2023-24 Data Source: Local
Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	Good Data Year: 2022-23 Data Source: Local	Good Data Year: 2023-24 Data Source: Local	Good Data Year: 2023-24 Data Source: SARC

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Dean of Culture action was implemented, and the Dean has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was implemented this year and there is room for improvement in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support has been implemented well. The Charter School is looking into a Character Education program to support our core value awards and character traits. Positive behavior has been encouraged, and there needs to be additional staff training on model alignment, trauma informed instruction, DEI, and belonging/school connectedness. The facility action was implemented. Administrative Support Staff action has been implemented and training is improving staff capacity.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 2 (Enrichment Activities and Advisory Curriculum): Actual expenditures $55,621; Budgeted Expenditures: $40,000. This is an increase of 39% of budgeted expenditure. This action was increased due to the cost of staff, instructional and enrichment curriculum and materials, and the addition of activities.

Action 3 (Student Success and Positive Behavior Support): Actual expenditures $14,967; Budgeted Expenditures: $13,000. This is an increase of 15% of budgeted expenditure. This action was increased due to the increased cost of celebrations, events, awards, and recognition.

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

The Dean of Culture action was effective during the three-year LCAP cycle. The Dean has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was partially effective. There has been improvement in Year 3 and will continue to improve in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support has been partially effective. The program continues to grow and develop. The facility action was partially effective because of cleanliness and maintenance. Administrative Support Staff action has been effective.

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

In 2024-25, Goal 3 has been changed to Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education. The previous Goal 3 has focused on student and parent and community engagement. In 2024-25, the metrics for have been focused on parent and community engagement to include seeking input, ELAC meetings, family member survey, teacher and staff survey, parent education workshops, and project/portfolio presentations. The actions now focus on supporting the families to include parent and community engagement and advisory, parent academy, and parent communication. The feedback for the educational partners is to focus on getting parents and the community involved in the school community and learning together to better support the academic and social development of their children.

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.

Goal

Goal #	Description
4	**Voices Academy will recruit and maintain highly-qualified teachers who are committed to the Voices vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program	100 % Eligible Teacher complete induction program within eligibility period	100% Eligible Teachers complete induction program Data Year: 2021-22 Data Source: Voices BTSA list	100% Eligible Teachers complete induction program Data Year: 2022-23 Data Source: Local	100% Eligible Teachers complete induction program Data Year: 2023-24 Data Source: Voices Local Data	100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Local
Percentage of properly credentialed teachers	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed.	18.0 FTE 22.2% Clear 11.1% Intern 61.1% Ineffective 5.6% Incomplete Data Year: 2020-21 Data Source: Data Quest	18.3 FTE 16.4% Clear 5.5% Out-of-Field 0.0% Intern 61.8% Ineffective 5.5% Incomplete 10.9% Unknown Data Year: 2021-22 Data Source: Data Quest	70% Clear 5% Out-of-Field 25% Intern 30% Ineffective Data Year: 2021-22 Data Source: Data Quest

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Induction Program was implemented, but most teachers are completing an internship and are not ready for the Induction Program. Credential Monitoring was implemented well this year. The network is properly monitoring credentials and ensuring teachers have an STP or PIP or passing tests to receive their CLEAR credential. Highly Qualified Teachers action was implemented despite the shortage of teachers in the State and the Nation. Only teachers who have their CLEAR credentials are considered effective and this takes up to five years of teaching to complete. Summer Professional Development was implemented. School Leader Training on EL Practices was not fully implemented. There were some networkwide training, but there needs to be more training. School Leaders will continue CEEL Servant Leadership.

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.

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Induction Program): Actual expenditure $0; Budgeted Expenditure $3,500. This is a decrease of 100% of budgeted expenditure. This action was decreased because there were no teachers who were eligible for the Induction Program.

Action 2 (Credential Monitoring): Actual expenditure: $16,848, Budget Expenditure $14,910. This is an increase of 13% of budgeted expenditure. This action was increased due to increased staffing costs and credentials.

Action 3 (Highly Qualified Teachers): Actual expenditure: $782,042, Budget Expenditure $991,374. This is a decrease of 21% of budgeted expenditure. This action was decreased due to staffing vacancies and reduced costs based on education and experience.

Action 4 (Summer Professional Development): Actual expenditure: $0; Budget Expenditure $7,280. This is a decrease of 100% of budgeted expenditure. This action was decreased because it was included in network costs.

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

The Induction Program was effective for the teachers who are ready to complete the Induction Program during the three-year LCAP cycle. Credential Monitoring was partially effective during the three-year cycle but improved in Year 3. Highly Qualified Teachers action was partially effective because it takes teachers up to five years of teaching to complete their CLEAR credential. Summer Professional Development was partially effective. School Leader Training on EL Practices was partially effective because there were some networkwide training, but there needs to be more training.

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

In 2024-25, Goal 4 was eliminated and the focus on credentialed teachers and professional development were moved to Goal 1.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy	Hugo Torres Principal	htorres@voicescharterschool.com 408-361-1960

Plan Summary 2024-25

General Information

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

Voices College-Bound Language Academy ("Voices") is an independent TK-8 public charter school in San Jose founded in 2007 authorized by Franklin-McKinley Elementary School District. Voices College-Bound Language Academies provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. The school uses an instructional approach that is based on inquiry and project-based learning. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

Mission

Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: “Yes we can.” These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak’ech: This Mayan phrase means, “I am you, you are me.” We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship promotes a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 364 students with diverse needs and backgrounds: 48.9% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 44.8% of students were English Learners (“ELs”); 15.38% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 11% of students with disabilities (“SWD”); 0.3% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (94.2%), White (2.2%), Asian (0.8%), Filipino (0.3%), and Two or More Races (0.8%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices’ parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee (“ELAC”) which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the

year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, SWD, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Low” – 34.7 points below standard, declined 6.9 points. The following subgroup was “Very Low” – Students with Disabilities – 108.1 points below standard, declined 4 points. The following subgroups were “Low” – English Learners – 51.8 points below standard, maintained -1.1 points, Hispanic/Latinx – 41.2 points below standard, declined 10 points; and Socioeconomically Disadvantaged- 57.9 points below standard, declined 19.1 points. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, SWD, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance was Overall “Low” – 66.8 points below standard, declined 18.8 points. The following subgroup was “Very Low”: Students with Disabilities – 137.3 points below standard, declined 29.6 points. The follow subgroups were "Low": Socioeconomically Disadvantaged- 84.1 points below standard, declined 26.1 points, English Learners – 86.7 points below standard, declined 15.3 points, and Hispanic/Latinx – 69.4 points below standard, declined 10 points. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, SWD, and SED students.

Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of “Low” which is a decline of 8.9%. Students have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “Medium” – 37.3% chronically absent, declined 11.5%. The following subgroup was “High” -Students with Disabilities, 31.3% chronically absent, declined 24.5%. The following subgroups were “Medium” - Socioeconomically Disadvantaged, 38% chronically absent, declined 13.8%, English Learners –38.1% chronically absent, declined 16.4%, and Hispanic/Latinx –38.4% chronically absent, declined 12.4%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all

students and especially for the subgroups of SED and Hispanic/Latinx students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" - 1% of students were suspended at least one day, declined 2.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Low"- Students with Disabilities - 2% were suspended at least one day, declined 3.6% and English Learners – 1.1% suspended at least one day, declined 2.4%. The following subgroups were "Very Low" - Socioeconomically Disadvantaged - 0% of students were suspended at least one day, declined 4.4% and Hispanic/Latinx – 0.8% were suspended at least one day, declined 2.8%. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports ("PBIS").

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and specifically for Students with Disabilities. Based on the 2022 Dashboard, Voices was in Additional Targeted Support and Improvement ("ATSI") but was exited in 2023 based on growth.

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.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Support for Identified Schools

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

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

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
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. 3/22/24 and 4/16/24 Additionally, staff surveys were used to inform the LCAP. 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey).
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during Community Meetings called LCAP Engagement. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP. 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey).
Students	Engaged in collecting feedback on the goals and actions with middle school students. 5/23/24
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24 The Executive Director responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24 The Executive Director responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). 6/4/24 The Executive Director responded to all comments in writing.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 6/3/24
Public Comment	6/18/24-6/23/24 the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/11/24 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24 that the Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

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

The adopted LCAP was influenced by the feedback provided by educational partners by ensuring that the three goals are supported by actions to include Student Achievement, Student Engagement, and Parent and Community Engagement. One key metric was added which included a Spanish Language Assessment. The actions include support for SWD and ELs. The contributing actions include support for SED students, ELs, and FY. The feedback was to focused on academic interventions, social emotional support, and active parents and community members. The goals and actions support the whole child and ensures that every child can reach their potential.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.**	**Broad**

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall "Low," the following subgroup was "Very Low" – Students with Disabilities. The following subgroups were "Low" – English Learners, Hispanic/Latinx – , and Socioeconomically Disadvantaged. The 2023 Dashboard indicates the Math performance was Overall "Low," the following subgroup was "Very Low": Students with Disabilities. The follow subgroups were "Low": Socioeconomically Disadvantaged, English Learners, and Hispanic/Latinx. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	18.3 FTE 16.4% Clear 5.5% Out-of-Field 0.0% Intern 61.8% Ineffective 5.5% Incomplete 10.9% Unknown Data Year: 2021-22 Data Source: Dashboard Fall 2023			70% Clear 5% Out-of-Field 25% Intern 30% Ineffective Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation & Sustainability Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -34.7 HISP: -41.2 SED: -57.9 EL: -51.8 SWD: -108.1 Percent Meets and Exceeds: Overall: 36.05% HISP: 33.79% SED: 28.95% EL: 20.95% SWD: 10.71% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: 25.3 HISP: 18.8 SED: 2.1 EL: 8.2 SWD: -48.1 Percent Meets or Exceeds: Overall: 51.05% HISP: 48.79% SED: 43.95% EL: 35.95% SWD: 25.71% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -66.8 HISP: -69.4 SED: -84.1 EL: -86.7 SWD: -137.3 Percent Meets or Exceeds: Overall: 19.92% HISP: 17.94% SED: 14.92% EL: 9.26% SWD: 7.14% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: -6.8 HISP: -9.4 SED: -24.1 EL: -26.7 SWD: -77.3 Percent Meets or Exceeds: Overall: 34.92% HISP: 32.94% SED: 29.92% EL: 24.26% SWD: 22.14% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Overall: 11.25% HISP: 10.67% SED: 7.32% EL: 0% SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: 26.25% HISP: 25.67% SED: 22.32% EL: 15% SWD: Too Few Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	4.42% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data 34% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data			50% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data 50% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	
1.8	SLA Local Assessment - TBD	Baseline Data Year: 2024-25 Data Source: Local Data			To be Determined	
1.9	Math Local Assessment –MAP	10.73% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data 47% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data			50% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data 50% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	

1.10	EL students making progress toward English Proficiency	ELPI is Low for 2023 ELPI is 46.4% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	
1.11	EL Reclassification Rate	Data release delayed by the CDE Internal Data 15.38% Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	$1,276,571	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation the high-quality curriculum which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	$137,600	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	$117,220	Yes

1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$1,024,573	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values	$78,924	Yes

		• Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue CEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		
1.6	Technology Infrastructure and Support	Provide a robust technological infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$41,100	No

1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, Achievement Networks, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Dreambox, Achieve3000, Smarty Ants, Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	$14,500	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teachers on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	$264,332	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$571,615 Title I	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	$104,620	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program for the identified students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/SLA/Literacy and Math through project based learning and field trips.	$618,035	Yes
1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	$448,940	No

Goal 2

Goal #	Description	Type of Goal
2	**Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.**	**Broad**

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 96.70%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" with the following subgroup was "High" -Students with Disabilities, and the following subgroups were "Medium" - Socioeconomically Disadvantaged, English Learners, and Hispanic/Latinx.

The 2023 Dashboard indicates the Suspension Rate was Overall "Very Low" with the following subgroups were "Low"- Students with Disabilities and English Learners, and the following subgroups were "Very Low" - Socioeconomically Disadvantaged and Hispanic/Latinx.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	
2.2	Attendance Rate	96.70% Data Year: 2023-24 Data Source: P-2 Report			96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 34.0% HISP: 38.4% EL: 38.1% SED: 38% SWD: 31.3% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	

2.5	Suspension Rate	All: 1% HISP: 0.8% EL: 1.1% SED: 0% SWD: 2% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	
2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	

2.8	Student Surveys on the sense of safety and school connectedness	51% of students feel safe at school and on campus (grades 4-5). 58% of students feel safe at school and on campus (grades 6-8). 41% of students feel a sense of belonging in the school community (grades 4-5). 22% of students feel a sense of belonging in the school community (grades 6-8). Data Year: 2023-24 Data Source: Local Data			65% of students feel safe at school and on campus (grades 4-5). 65% of students feel safe at school and on campus (grades 6-8). 65% of students feel a sense of belonging in the school community (grades 4-5). 40% of students feel a sense of belonging in the school community (grades 6-8). Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	$37,000	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	$3,200	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	$40,000	Yes
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	$373,633	No

2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	$10,500	Yes
2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$3,000	No

2.7	Enrichment Activities and Advisory Curriculum	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education 3 Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	$20,000	No
2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	$5,000	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	$108,992	Yes

2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	$114,387	Yes

Goal 3

Goal #	Description	Type of Goal
3	**Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.**	**Broad**

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Beginning Development Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	
3.2	English Learner Advisory Committee	4 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	
3.3	Family Member Survey	83% of family members feel their children are safe at school. 88% of family members feel connected to the school (sense of belonging). 92% of family members feel welcome at the school. Data Year: 2023-24 Data Source: Local Data			95% of family members feel their children are safe at school. 95% of family members feel connected to the school (sense of belonging). 95% of family members feel welcome at the school Data Year: 2026-27 Data Source: Local Data	

3.4	Teacher and Staff Survey	45% of Staff feel the relationships between staff and students are respectful. 54% of Staff feel there is a positive working environment. 38% of Teachers feel the relationships between staff and students are respectful. 15% of Teachers feel there is a positive working environment. 69% of Teachers feel the school has been supportive of professional growth. Data Year: 2023-24 Data Source: Local Data			60% of Staff feel the relationships between staff and students are respectful. 65% of Staff feel there is a positive working environment. 60% of Teachers feel the relationships between staff and students are respectful. 50% of Teachers feel there is a positive working environment. 80% of Teachers feel the school has been supportive of professional growth Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	2 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	11 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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 and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	$5,000	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	$5,000	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	$15,900	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,020,776	$111,393

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
29%	0%	$0	29%

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 #(s)	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
1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Low” – 34.7 points below standard, declined 6.9 points. The following subgroup was “Very Low” – Students with Disabilities – 108.1 points below standard, declined 4 points. The following subgroups were “Low” – English Learners – 51.8 points below standard, maintained -1.1 points, Hispanic/Latinx – 41.2 points below standard, declined 10 points; and Socioeconomically Disadvantaged- 57.9 points below standard, declined 19.1 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 66.8 points below standard, declined 18.8 points. The following subgroup was “Very Low”: Students with Disabilities – 137.3 points below standard, declined 29.6 points. The follow subgroups were "Low": Socioeconomically Disadvantaged- 84.1 points below standard, declined 26.1 points, English Learners – 86.7 points below standard, declined 15.3 points, and Hispanic/Latinx – 69.4 points below standard, declined 10 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 37.3% chronically absent, declined 11.5%. The following subgroup was "High" -Students with Disabilities, 31.3% chronically absent, declined 24.5%. The following subgroups were "Medium" - Socioeconomically Disadvantaged, 38% chronically absent, declined 13.8%, English Learners –38.1% chronically absent, declined 16.4%, and Hispanic/Latinx –38.4% chronically absent, declined 12.4%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" - 1% of students were suspended at least one day, declined 2.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Low"- Students with Disabilities - 2% were suspended at least one day, declined 3.6% and English Learners – 1.1% suspended at least one day, declined 2.4%. The following subgroups were "Very Low" - Socioeconomically Disadvantaged - 0% of students were suspended at least one day, declined 4.4% and Hispanic/Latinx – 0.8% were suspended at least one day, declined 2.8%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

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
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

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.

Not Applicable

Additional Concentration Grant Funding

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

Not 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	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,965,934.00	$ 2,728,372.25

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	Systematic ELD and SIOP Teacher Training	Yes	$ 9,350	$ 2,380
1	2	ELPAC Administration	Yes	$ 2,000	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 23,460	$ 18,094
2	2	Standards Aligned Core Curriculum	No	$ 16,000	$ 21,605
2	3	Staff Coaching Support	Yes	$ 263,206	$ 237,013
2	4	Associate teachers (Title 1 & LCFF S&C)	Yes	$ 231,884	$ 310,410
2	5	Technology and programs for adaptive intervention programs	Yes	$ 80,085	$ 43,715
2	6	Formative Assessment Programs	Yes	$ 2,000	$ 5,281
2	7	Student Services Manager	No	$ 99,070	$ 101,584
2	8	LAS Links administration	No	$ 4,000	$ 1,984
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 514,820	$ 510,854
3	1	Dean of Culture	Yes	$ 107,706	$ 105,828
3	2	Enrichment Activities and Advisory Curriculum	No	$ 40,000	$ 55,621
3	3	Student Success and Positive Behavior Support	Yes	$ 13,000	$ 14,967
3	4	Facility Maintanence	No	$ 377,201	$ 341,496
3	5	Admin Support Staff	No	$ 140,088	$ 131,650
4	1	Induction Program	No	$ 3,500	$ -
4	2	Credential Monitoring	No	$ 14,910	$ 16,848
4	3	Highly Qualified teachers	No	$ 991,374	$ 782,042

4	4	Summer Professional Development	No	$	7,280	$	-
4	5	School Leader Training	Yes	$	25,000	$	25,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 901,674	$ 1,031,183	$ 1,034,214	$ (3,031)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Systematic ELD and SIOP Teacher Training	Yes	$ 9,350	$ 2,380.00	0.00%	0.00%
1	2	ELPAC Administration	Yes	$ 2,000	$ 2,000.00	0.00%	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 23,460	$ 18,094.00	0.00%	0.00%
2	2	Standards Aligned Core Curriculum	No	$ -	$ -	0.00%	0.00%
2	3	Staff Coaching Support	Yes	$ 207,611	$ 181,418.00	0.00%	0.00%
2	4	Associate teachers (Title 1 & LCFF S&C)	Yes	$ 133,204	$ 211,730.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 54,885	$ 18,515.00	0.00%	0.00%
2	6	Formative Assessment Programs	Yes	$ 2,000	$ 5,281.00	0.00%	0.00%
2	7	Student Services Manager	No	$ -	$ -	0.00%	0.00%
2	8	LAS Links administration	No	$ -	$ -	0.00%	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 514,820	$ 510,854.00	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 53,853	$ 51,975.00	0.00%	0.00%
3	2	Enrichment Activities and Advisory Curriculum	No	$ -	$ -	0.00%	0.00%
3	3	Student Success and Positive Behavior Support	Yes	$ 5,000	$ 6,967.00	0.00%	0.00%
3	4	Facility Maintanence	No	$ -	$ -	0.00%	0.00%
3	5	Admin Support Staff	No	$ -	$ -	0.00%	0.00%
4	1	Induction Program	No	$ -	$ -	0.00%	0.00%
4	2	Credential Monitoring	No	$ -	$ -	0.00%	0.00%
4	3	Highly Qualified teachers	No	$ -	$ -	0.00%	0.00%
4	4	Summer Professional Development	No	$ -	$ -	0.00%	0.00%
4	5	School Leader Training	Yes	$ 25,000	$ 25,000.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,189,284	$ 901,674	0.81%	29.08%	$ 1,034,214	0.00%	32.43%	$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 3,541,345	$ 1,020,776	28.825%	0.000%	28.825%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,301,872	$ 876,903	$ -	$ 260,867	$ 5,439,642.00	$ 3,838,931	$ 1,600,711

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	Appropriately Staff School	All	No	Schoolwide	N/A	Voices	2024-25	$ 1,276,571	$ -	$ 1,276,571	$ -	$ -	$ -	$ 1,276,571	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 137,600	$ 137,600	$ -	$ -	$ -	$ 137,600	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2024-25	$ 107,920	$ 9,300	$ 92,342	$ -	$ -	$ 24,878	$ 117,220	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2024-25	$ 676,175	$ 348,398	$ 645,320	$ 321,857	$ -	$ 57,396	$ 1,024,573	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 78,924	$ 66,079	$ -	$ -	$ 12,845	$ 78,924	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 41,100	$ 41,100	$ -	$ -	$ -	$ 41,100	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 14,500	$ 14,500	$ -	$ -	$ -	$ 14,500	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2024-25	$ 264,332	$ -	$ 264,332	$ -	$ -	$ -	$ 264,332	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 571,615	$ -	$ 405,867	$ -	$ -	$ 165,748	$ 571,615	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 104,620	$ -	$ 104,620	$ -	$ -	$ -	$ 104,620	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 156,379	$ 461,656	$ 117,485	$ 500,550	$ -	$ -	$ 618,035	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2024-25	$ 448,940	$ -	$ 448,940	$ -	$ -	$ -	$ 448,940	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 37,000	$ 37,000	$ -	$ -	$ -	$ 37,000	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 3,200	$ 3,200	$ -	$ -	$ -	$ 3,200	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 373,633	$ 373,633	$ -	$ -	$ -	$ 373,633	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 10,500	$ 10,500	$ -	$ -	$ -	$ 10,500	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 108,992	$ -	$ 54,496	$ 54,496	$ -	$ -	$ 108,992	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 114,387	$ -	$ 114,387	$ -	$ -	$ -	$ 114,387	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2024-25	$ 9,000	$ 6,900	$ 15,900	$ -	$ -	$ -	$ 15,900	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,541,345	$ 1,020,776	28.825%	0.000%	28.825%	$ 1,062,276	0.000%	29.996%	Total:	$ 1,062,276
								LEA-wide Total:	$ -
								Limited Total:	$ 92,342
								Schoolwide Total:	$ 969,934

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	Appropriately Staff School	No	Schoolwide		Voices	$ -	0.000%
1	2	Implementation of Core Curriculum	No	Schoolwide		Voices	$ -	0.000%
1	3	Support for English Learners	Yes	Limited	English Learners	Voices	$ 92,342	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 66,079	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 14,500	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 405,867	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ 104,620	0.000%
1	11	After School Program and Summer School	Yes	Schoolwide	All	Voices	$ 117,485	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 37,000	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 40,000	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 10,500	0.000%
2	6	Attendance Support	No	Schoolwide		Voices	$ -	0.000%
2	7	Enrichment Activities and Advisory Curricul	No	Schoolwide		Voices	$ -	0.000%
2	8	Middle School Culture	No	Schoolwide		Voices	$ -	0.000%
2	9	Dean of Culture	Yes	Schoolwide	All	Voices	$ 54,496	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 114,387	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 5,000	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Coversheet

Morgan Hill (MH) Review of Local Indicators and 24-25 LCAP Approval

Section:	III. 24-25 Local Indicators Review and LCAP Approval
Item:	B. Morgan Hill (MH) Review of Local Indicators and 24-25 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	Voices Morgan Hill Local Indicators 24.pdf Voices Morgan Hill Final LCAP 2024 Combined (1).pdf

California Department of Education
January 2024

Local Performance Indicator Quick Guide

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Voices Morgan Hill 24

Local Indicator Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

Instructions

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

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

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

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

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

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

   Voices Academy at Morgan Hill (Voices MH) started their second year with their school being across three sites. Despite these challenges, ELAC meetings, workshops, and Cafecitos were conducted giving parents/guardians a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. The meetings are hosted by Voices and stakeholder feedback is collected. Additionally, Voices MH hosted a multi-cultural celebration, various performances, and an End of Year Kermes to build stronger relationships between school

staff and families. This year, Voices MH surveyed parents in the winter and spring to gather feedback regarding school access, culture, and safety.

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

Voices Academy Morgan Hill will continue to focus on increasing attendance at Cafecito, pushing out invites through ParentSquare, having the Principal and the Dean of Culture make calls home to encourage more relationship building. Additionally, building those relationships with staff and families includes training teachers on parent-teacher conferences and how to communicate with parents regarding updates with regularity. Voices MH will also work to increase the response rate to ensure all perspectives are recognized in the data. Lastly, with the transition into the new facility this next school year, Voices Academy Morgan Hill will also work to increase the number of in-person events and meetings while also maintaining remote access for families.

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

Voices Academy Morgan Hill will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc. Voices will also use these various communication channels to convey information on resources and support families with connecting to these resources. Additionally, Voices Morgan Hill will continue to work with school staff and teachers to understand the importance of accessible and equitable communication with our families.

Section 2: Building Partnerships for Student Outcomes

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

   Families are happy with relationships between staff and families due to efforts throughout the year and feel like they can go to teachers, the Dean of Culture, and the Principal with questions and feedback. This year, the addition of a Student Services Manager at Voices MH also allowed families to build stronger partnerships with the school with respect to students that receive IEP services.

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

   Families would like more opportunities for enrichment activities outside of what is currently offered. Voices MH will continue to focus on student wellbeing by supporting them to build coping skills. We will provide advisory for middle school students and continue to implement an SEL curriculum.

   Voices MH will also provide additional academic support for students to mitigate learning loss. Voices MH aims to provide families with more resources to support students with learning at home.

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

   Voices MH will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc. Voices MH will also use these various communication channels to convey information on resources and support families with connecting to these resources. Voices will also work with teachers and school staff on ensuring they have appropriate lines of communication to build partnerships with parents and families.

Section 3: Seeking Input for Decision-Making

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

   In addition to our stakeholder engagement, where feedback is collected, Voices conducts Network-wide staff, student and family surveys utilizing Panorama Education, a third party. These surveys are conducted twice a year and are used for planning. We will continue to use those in 2024-2025 and implement the feedback provided in our academic and culture planning.

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

   Voices MH will focus on seeking family input regarding enrichment activities and ways in which parents/guardians can support these activities. Voices MH will also seek family input in ways to motivate parent/guardian participation and engagement at school including participation in the Family-schools relationship survey conducted twice a year.

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

Voices MH will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging, creating a different schedule for meetings including alternate times.

School Climate (LCFF Priority 6)

Introduction

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

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

Instructions

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

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

> **Prompt 1 (DATA)**: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.
>
> **Prompt 2 (MEANING)**: Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.
>
> **Prompt 3 (USE)**: Describe any changes to existing plans, policies, or procedures

that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response:

On the 23-24 Spring Panorama Survey, 83% of students in fourth through fifth grade indicated a positive response towards having Supportive Relationships with adults on campus. Similarly, 80% of sixth through eighth graders reported having Supportive Relationships in the middle school environment. Only 45% of fourth through fifth graders indicated they were successfully able to navigate challenging feelings at school. 56% of sixth through eighth graders reported they were successfully able to navigate challenging feelings.

Based on the Panorama survey, it is evident that students feel they have strong relationships with the adults on campus and are still working to develop socioemotional skills that will support them in navigating challenging feelings and increasing self-efficacy in the school environment. These trends were notable across all grade levels and suggest this should be an area of focus for the coming school year.

In the 24-25 school year, Voices Morgan Hill will change the status of the school counselor from part-time to full-time to better serve the needs of our population in building socioemotional skills in 1-1 and group settings. Additionally, Voices MH will continue their partnership with Pacific Clinics to provide students with lessons on social skills, support with conflict resolution, and offer 1-1 and group counseling to supplement socioemotional learning for students with a higher level of need.

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

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

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

Response: Voices MH uses different measures and tools to track progress on the broad course of study including:

- Daily attendance, including attendance in middle schools blocks
- Daily schedules for grades K-8
- Pacing calendars for math and ELA curriculum
- Trackers for meeting the instructional minutes for students with special needs
- Regular principal network walkthroughs to monitor implementation of academic program
- Academic weekly data tracking to measure success of implemented course of studies in math and ELA
- Academic lesson internalization and tracking
- Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

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

Response: All students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices MH implements a full inclusion model for students with special needs. Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English Language Arts and Spanish Language arts nonfiction and fiction passages.

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

Response: Voices MH offers a broad course of study to all students currently, but we are always looking to improve. Next year, for example, Voices MH is adopting a new Spanish language arts curriculum. Challenges that we have overcome include staffing challenges. Voices MH works hard to find bilingual, credentialed teachers and substitutes, and have filled in our positions successfully.

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

Next year, Voices MH will focus on these initiatives:

- Sense of Belonging: Making sure Voices students continue to feel safe and supported so that they are in attendance and have access to a broad course of study.
- Spanish Language Arts: Voices is moving from teacher-created curriculum to a published curriculum to support teachers with internalizing lessons.
- Other curriculum: Voices MH will explore new curricula in other subject areas in specific grades.
- Simplifying assessment: Voices MH is paring down our assessments so we respond to the data we collect in a timely manner. We aim to bring cohesion to all of our systems, and one step is to strengthen our assessment cycles based on teacher feedback and student data.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

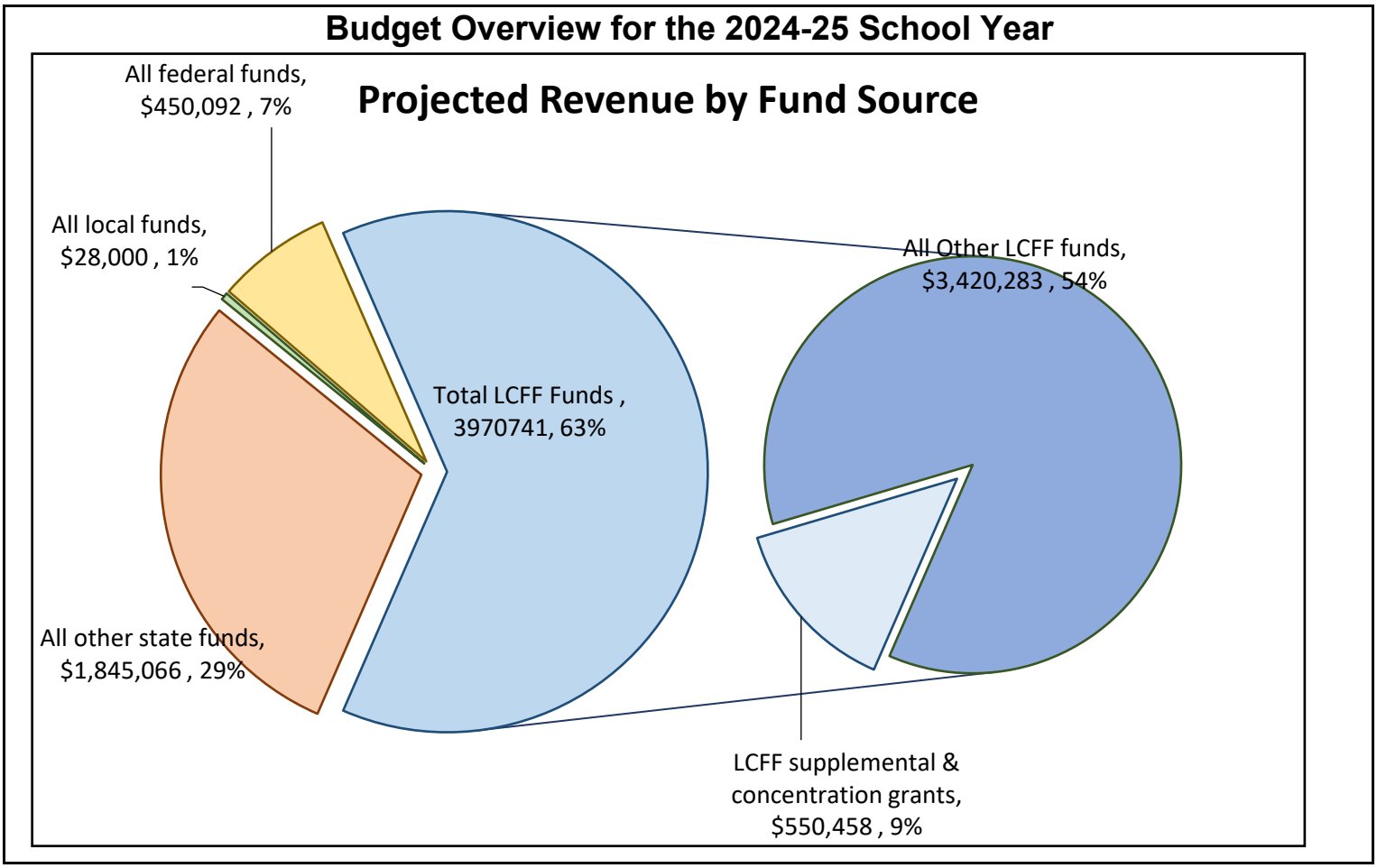
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Morgan Hill

CDS Code: 43104390131748

School Year: 2024-25

LEA contact information: Vicky Lopez, Principal vlopez@voicescharterschool.com (408) 571-6404

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).

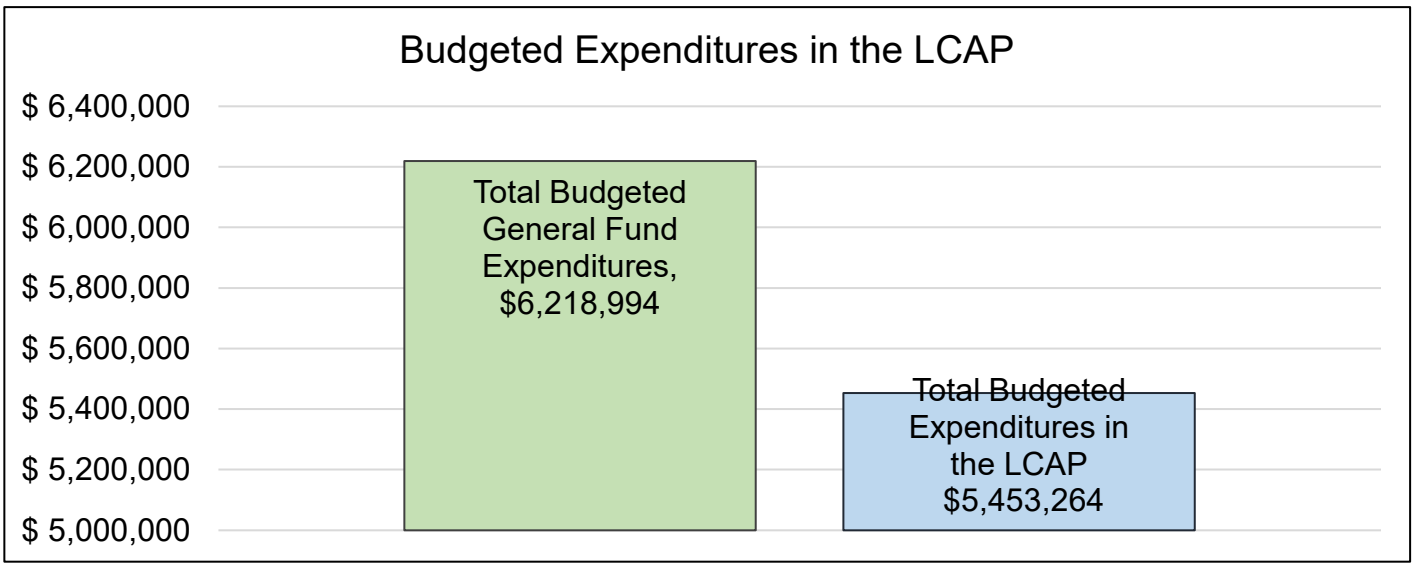


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Morgan Hill expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Morgan Hill is $6,293,899.00, of which $3,970,741.00 is Local Control Funding Formula (LCFF), $1,845,066.00 is other state funds, $28,000.00 is local funds, and $450,092.00 is federal funds. Of the $3,970,741.00 in LCFF Funds, $550,458.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at Morgan Hill plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Morgan Hill plans to spend $6,218,994.00 for the 2024-25 school year. Of that amount, $5,453,264.00 is tied to actions/services in the LCAP and $765,730.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

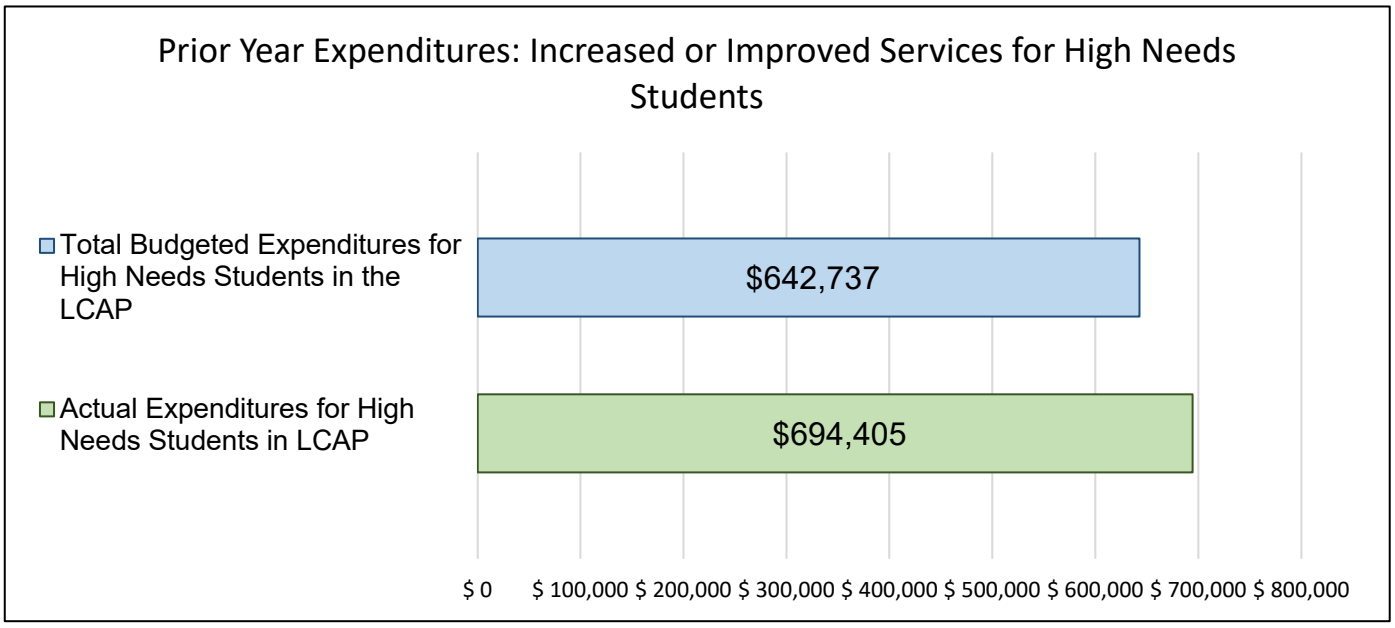
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

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

In 2024-25, Voices College-Bound Language Academy at Morgan Hill is projecting it will receive $550,458.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Morgan Hill must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Morgan Hill plans to spend $1,093,062.00 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 2023-24



This chart compares what Voices College-Bound Language Academy at Morgan Hill budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at Morgan Hill estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Voices College-Bound Language Academy at Morgan Hill's LCAP budgeted $642,737.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Morgan Hill actually spent $694,405.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Morgan Hill	Vicky Lopez Principal	vlopez@voicescharterschool.com 408-571-6404

Goals and Actions

Goal

Goal #	Description
1	**Promote the achievement of all students, and particularly English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in Voices' dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard- Academic Indicator **English Language Arts** average scale score **distance from standard** for all students and all numerically significant subgroups	All Students: -23.4 points below Hispanic -23.2 points below English Learners -26 points below Socioeconomically Disadvantaged – 26.5 points below Students with Disabilities - 74.4 points below Data Year: 2018-19 Data Source: CA Dashboard	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 43.9 points below Hispanic: 45.1 points below English Learners: 58 points below Socioeconomically Disadvantaged: 51.3 points below Students with Disabilities: 116.7 points below Data Year: 2021-22 Data Source: CA Dashboard	All Students 40.7 points below Hispanic: 41.8 points below English Learners: 53.4 points below Socioeconomically Disadvantaged: 39.8 points below Students with Disabilities: N/A Data Year: 2022-23 Data Source: CA Dashboard	All Students - 13 points below Hispanic -13 points above English Learners - 16 points below Socioeconomically Disadvantaged - 16 points below Students with Disabilities - 64 points below Data Year: 2022-23 Data Source: CA Dashboard

CA School Dashboard- Academic Indicator **Math** average scale score **distance from standard** for all students and all numerically significant subgroups	All Students – 4.7 points below standard Hispanic -5.8 points below English Learners - 7 points below Socioeconomically Disadvantaged - 8 points below Students with Disabilities – 52.1 points below Data Year: 2018-19 Data Source: CA Dashboard	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 68.3 points below Hispanic: 68.9 points below English Learners: 82.4 points below Socioeconomically Disadvantaged: 71.5 points below Students with Disabilities: 146 points below Data Year: 2021-22 Data Source: CA Dashboard	All Students 48.2 points below Hispanic: 48.9 points below English Learners: 68.1 points below Socioeconomically Disadvantaged: 52.4 points below Students with Disabilities: N/A Data Year: 2022-23 Data Source: CA Dashboard	All Students - 4 points above Hispanic - 3 points above English Learners - 2 points above Socioeconomically Disadvantaged - 2 points above Students with Disabilities - 42 points below Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **English Language Arts/Literacy** (Overall performance in SBAC) for all students and all numerically significant subgroups	All Students - 42.47% Hispanic – 42.26% English Learners 24.49% Socioeconomically Disadvantaged – 41.27% Students with Disabilities N/A Data Year: 2018-19 Data Source: CAASPP results	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 32.53% Hispanic: 32.19% English Learners: 18.32% Socioeconomically Disadvantaged: 28.24% Students with Disabilities: 11.54% Data Year: 2021-22 Data Source: CAASPP results	All Students – 31.53% Hispanic – 31.49% English Learners 20.56% Socioeconomically Disadvantaged – 32.33% Students with Disabilities 23.53% Data Year: 2022-23 Data Source: CAASPP results	All Students - 48% Hispanic - 48% English Learners 30% Socioeconomically Disadvantaged - 48% Students with Disabilities 20% Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **Math** (Overall performance in SBAC) for all students and all numerically significant subgroups	All Students - 43.43% Hispanic – 53.52% English Learners 42.85% Socioeconomically Disadvantaged – 50.79% Students with Disabilities N/A Data Year: 2018-19 Data Source: CAASPP results	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 25% Hispanic: 25% English Learners: 12.31% Socioeconomically Disadvantaged: 23.86% Students with Disabilities:7.7% Data Year: 2021-22 Data Source: CAASPP results	All Students – 28.80% Hispanic – 28.73% English Learners 11.11% Socioeconomically Disadvantaged – 28.03% Students with Disabilities 11.76% Data Year: 2022-23 Data Source: CAASPP results	All Students - 58% Hispanic - 58% English Learners 44% Socioeconomically Disadvantaged - 51% Students with Disabilities 10% Data Year: 2022-23 Data Source: CA Dashboard
CA School Dashboard- **English Learner Progress Indicator (ELPI)** The percentage of current English Learner students who **progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4**	ELPI is 37.6% Data Year: 2020-21 Data Source: ELPAC Summative CA Dashboard	ELPI not reported for 2020-21 43% Students Scored 3 or 4 on ELPAC Data Year: 2020-21 Data Source: ELPAC Summative CA Dashboard	50.8% Data Year: 2021-22 Data Source: CA Dashboard	ELPI is Low for 2023 ELPI is 48.1% Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard	55% of English language learners progress at least one level or maintain ELPI Level 4 Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard
Percentage of students redesignated Fluent-English Proficient since last census	12.7% reclassification rate Data Year: 2019-20 Data Source: Dataquest	0% reclassification rate Data Year: 2020-21 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2021-22 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest	15% reclassification rate Data Year: 2022-23 Data Source: Dataquest

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

SIOP training was provided by the network, but the majority of SIOP and Systematic ELD training occurred on site provided by the Instructional Coach. There is still a need for additional SIOP and Systematic ELD training as the majority of the students are ELs at Voices. The ELPAC was administered very well in 2023-24. This was improved due to the planning of the sequence of the ELPAC administration.

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.

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Systematic ELD and SIOP Teacher Training): Actual expenditure $0; Budgeted Expenditure $7,975. This is a decrease of 100% of budgeted expenditure. This action was decreased because most of the training occurred at the site level by the Instructional Coach though some of the costs were attributed to the network.

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

The systematic ELD and SIOP teacher training was partially effective during the three-year LCAP cycle because ELs are making slow progress as are all students and other significant subgroups. The ELs declined in CAASPP Math in 2023. The ELPAC administration has been effective, and it has improved over the three-year LCAP cycle.

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

In 2024-25, Goal 1 has been changed to Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. The previous Goal 1 and Goal 2 were combined to focus on student achievement. It has also allowed for the metrics to be streamlined to include all students and significant subgroups to appropriately assigned and fully credentialed teachers, access to standards aligned instructional materials, implementation of standards for all students and enable ELs access to CCSS and ELD standards, SBAC ELA, SBAC Math, CAST Science, ELA Local Assessment (ANET and MAP), Math Local Assessment (ANET and MAP) and SLA Local Assessment (to be determined), English Learner Progress Indicator (“ELPI”), and EL Reclassification Rate. The 2024-25 LCAP removed actions that are requirements like ELPAC administration and recruiting, monitoring, and maintaining highly qualified teachers. The actions in Goal 4 have been included in Goal 1 especially through professional development in the actions (Induction Program, Summer Professional Development, and School Leader Training). The 2024-25 actions in Goal 1 reflect the feedback from educational partners to include staffing the school, implementing core curriculum with fidelity (ELA, SLA, Math, Science, Social Science), support for ELs, support for SWD, rigorous professional development, technology infrastructure and support, academic interventions and supplemental materials,

ensuring instructional practices by the Instructional Coach and Principal, associate teachers providing direct services to identified students, having the Student Services Manager ensure a strong MTSS program, effective after school program and summer school, network support infrastructure for transparency, and beginning to integrate a library, computer lab and resource room. The 2024-25 LCAP is strong, and implementation of the actions is attainable.

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.

Goal

Goal #	Description
2	**Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2: % proficient	29% of students proficient Data Year: 2020-21 Data Source: ANET Assessment Data	26% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	23% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	19% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	45% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: ANET Assessment Data
Internal ELA Assessment 2-8 in Benchmark 2: % proficient	13% of students proficient Data Year: 2020-21 Data Source: ANET Assessment Data	14% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	9% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	15% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	30% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	51% met MAP growth target Data Year: 2020-21 Data Source: MAP Assessment Data	46% met growth target Data Year: 2021-22 Data Source: MAP Assessment Data	43% of students met growth target Data Year: 2022-23 Data Source: MAP Assessment Data	50% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	65% of students meet their growth target Data Year: 2023-24 Data Source: MAP Assessment Data
Math MAP Assessment Growth Goals: % meeting growth goal	Math 57% met MAP growth goals Data Year: 2020-21 Data Source: MAP Assessment Data	59% met Spring to Spring growth metric Data Year: 2021-22 Data Source: MAP Assessment Data	59% of students met growth goals Data Year: 2022-23 Data Source: MAP Assessment Data	66% of students met growth goals Data Year: 2023-24 Data Source: MAP Assessment Data	65% of students meet their growth goals in math based on MAP math assessment Data Year: 2023-24 Data Source: MAP Assessment Data

% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2020-21 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2022-23 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2020-21 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2022-23 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Curriculum Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list
CA Science Test (**CAST**) % of students meeting/exceeding standards for all students and all numerically significant subgroups (added in 2022)	No CAST data for 2021 due to the pandemic related testing disruptions	N/A (metric added in 2022)	All Students: 18% Hispanic: 18.37% English Learners: 4.17% Socioeconomically Disadvantaged: 16.67% Students with Disabilities: 0% Data Year: 2021-22 Data Source: CAASPP results	All Students: 11.25% Hispanic: 10.67% English Learners: 0% Socioeconomically Disadvantaged: 7.32% Students with Disabilities: N/A Data Year: 2022-23 Data Source: CAASPP results	All Students: 23% Hispanic: 23.37% English Learners: 9.17% Socioeconomically Disadvantaged: 21.67% Students with Disabilities: 5% Data Year: 2022-23

					Data Source: CAASPP results

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

The benchmark assessment licenses and screeners were implemented, but there is a noted discrepancy between the curriculum, standards, and benchmarks. In order to prepare for Charter Renewal, it is important to transition from reliance on the ANET to MAP because MAP is an adopted academic progress indicator to be used in the charter school renewal process by the CDE. There is a strong need for an SLA curriculum in a dual immersion program as well as science and social science curriculum to ensure access to a broad course of study. EL Education needs to be used with fidelity. The implementation of Eureka Math has been better. There are many resources for teachers (Achieve3000, Dreambox, SmartyAnts, etc.) that teachers need additional training to improve the use of these resources. Staff coaching was successfully implemented this year and teachers' skills are steadily improving. The associate teachers were implemented well, and they need to continue to receive professional development. The technology resources were implemented and could be used more effectively to drive instruction. Formative assessment programs was implemented, and the Charter School holds weekly data meetings. The Student Services Manager has been fully staffed and implemented this year, and there was a positive shift in the Special Education department. LAS link administration was implemented successfully. Small class sizes, teacher recruitment, and teacher retention was implemented and there are no teacher vacancies. Some class sizes are large, but most are in the anticipated average small size.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Benchmark Assessments Licenses and Screeners): Actual expenditures $17,635; Budgeted Expenditures: $23,160. This is a decrease of 24% of budgeted expenditure. This action was decreased because the cost of the benchmarks and screeners were on multi-year budgets. Additional focus could have been spent on TK-1 benchmarks and screeners.

Action 4 (Associate Teachers): Actual expenditures $264,945; Budgeted Expenditures: $182,245. This is an increase of 45% of budgeted expenditure. This action was increased due to the increase of associate teachers and increased costs of health and welfare benefits.

Action 5 (Technology and programs for adaptive intervention programs): Actual expenditure: $86,925; Budget Expenditure $109,353. This is a decrease of 21% of budgeted expenditure. This action was decreased to because there were multi-year contracts and a limited attempt to replace, add, and upgrade equipment.

Action 6 (Formative Assessment Programs): Actual expenditure: $0; Budget Expenditure $4,000. This is a decrease of 100% of budgeted expenditure. This action was decreased because the teachers conduct formative assessment programs internally. There will be an attempt to use Go Formative and Exit Tickets.

Action 8 (LAS Links Administration): Actual expenditure: $1,296; Budget Expenditure $4,000. This is a decrease of 68% of budgeted expenditure. This action was decreased because the cost of LAS Links was less than expected.

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

The benchmark assessment licenses and screeners were partially effective during the three-year LCAP cycle, but there is a noted discrepancy between the curriculum, standards, and benchmarks. Standards Aligned core curriculum was partially effective because the EL Education and Eureka Math curriculum was implemented, but the curriculum must be used with fidelity in order to ensure equity among the classes. Voices needs to adopt an SLA curriculum. Middle School has science and social science curriculum, and the elementary uses EL Education and supplements with Mystery Science, Achieve3000, and Newsela. Staff Coaching Support has only been effective in Year 3 because there was not a coach in Year 1, and it was difficult to have fidelity in Year 2. Associate teachers have been partially effective because there were vacancies in Year 1 and 2. Year 3 the positions have been filled, and the associate teachers need training to provide direct service to students and run small group instruction. Enrichment has been moved to later in the school year. Technology and adaptive intervention programs were partially effective because it is used, but it needs to be used with more fidelity and data analysis to drive instruction. Formative assessment programs was partially effective because they need to be used schoolwide. Grades 5-8 use Go Formative or Exit tickets which has been consistent in Year 2 and 3. There needs to be more formative assessment for grades TK-4. The Student Services Manager action was partially effective. Year 1, the position was held for a few months; Year 2, the position was held for two months; and, Year 3, the position was fully staffed. There needs to be cohesion of this position across the network. The Student Services Manager need to actively collaborate during IPP and data meetings across the network. LAS Links administration is not effective because though the assessment is completed, there is no data sharing, aggregation, or process. Small class sizes, teacher recruitment, and retention action was partially effective. Some classes have 34 students, there were numerous vacancies and teacher turnover events especially in Year 1 and 2 which improved from Year 2 to Year 3. Voices is a Teach for America school and a training ground for new teachers.

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

In 2024-25, Goal 2 has been changed to Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. The previous Goal 1 and Goal 2 were combined to focus on student achievement. In 2024-25, the metrics for have been focused on student engagement to include facilities, attendance rate, chronic absenteeism rate, middle school dropout rate, suspension rate, expulsion rate, broad course of study, and student surveys on the sense of safety and school connectedness. The actions now focus on supporting the student and their educational experience to include field trips, student health, school supplies, safe and clean facilities, positive school climate and culture, attendance support, enrichment activities and advisory curriculum, middle school culture, Dean of Culture, and School Counselor. The feedback for the educational partners is to focus on the social emotional health and well-being of students and to ensure that students are engaged and connected to the school community.

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.

Goal

Goal #	Description
3	**Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families responding to survey # of parents attending LCAP meetings	81% survey response. Due to Covid protocols all meeting were conducting virtually Data Year: 2020-21 Data Source: Local Surveys and Sign-in sheets	25% survey response Due to Covid protocols all meeting were conducting virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets	4.5% survey response 15 Parents attended LCAP meeting Data Year: 2022-23 Data Source: Local Surveys and Sign-in sheets	School received 40 survey responses 37 Parents attended LCAP meeting Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets	At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Sign-in sheets and training dates	25% of workshops or parent education classes were conducted this year Data Year: 2022-23 Data Source: Sign-in sheets and training dates	3 parent education workshops or parent education classes were conducted this year Data Year: 2023-24 Data Source: Sign-in sheets and training dates	At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class Data Year: 2023-24 Data Source: Sign-in sheets and training dates

Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure) ALL 90.14% ELs 89.60% SED on red 92.24% Data Year: 2019-20 Data Source: P-2 Report, SIS	ALL 89.69% (amended in 2023) ELs 88.31% SED 87.78% Data Year: 2021-22 Data Source: P-2 Report, SIS	ALL: 90.78% ELs: 90.84% SED: 92.42% Data Year: 2022-23 Data Source: P-2 Report, SIS	ALL: 90.80% Data Year: 2023-24 Data Source: P-2 Report, SIS	Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SED Data Year: 2023-24 Data Source: P-2 Report, SIS
Chronic Absenteeism rate for all students and all numerically significant subgroups	All -9.6% EL - 8.7% Hipanic - 8.7% Socioeconomically Disadvantaged - 9% Data Year: 2019-20 Data Source: CA Dashboard	All: 9.5% EL – 10.8% Hispanic - 9.4% Socioeconomically Disadvantaged: 10.7% Data Year: 2020-21 Data Source: CA Dashboard	All: 42.5% EL: 43.2% Hispanic: 42.2% Socioeconomically Disadvantaged: 42.2% SWD: 54.3% Data Year: 2021-22 Data Source: CA Dashboard	All: 37.7% EL – 40.1% Hispanic – 37.4% Socioeconomically Disadvantaged: 33% SWD: 64.5% Data Year: 2022-23 Data Source: CA Dashboard	All <10% chronically absent EL <10% chronically absent Hispanic <10% chronically absent Socioeconomically Disadvantaged <10% chronically absent Data Year: 2022-23 Data Source: CA Dashboard
Middle School Dropout Rate	0% Data Year: 2019-20 Data Source: CALPADS 8.1C	0% Data Year: 2020-21 Data Source: CALPADS 8.1C	0% Data Year: 2021-22 Data Source: CALPADS 8.1C	0% Data Year: 2022-23 Data Source: CALPADS 8.1C	Voices will maintain a middle school dropout rate of ≤2% Data Year: 2022-23 Data Source: CALPADS 8.1C

Percentage of Student Suspended for all students and all numerically significant subgroups	All - 0.2% Students with Disabilities 0% Data Year: 2019-20 Data Source: CA Dashboard	All - 0.2% Students with Disabilities 0% Data Year: 2020-21 Data Source: DataQuest	All: 1% EL: 0.7% Hispanic: 1% SED: 1.2% Students with Disabilities: 2.1% Data Year: 2021-22 Data Source: CA Dashboard	All: 0.7% EL: 0.5% Hispanic: 0.7% SED: 1% Students with Disabilities: 0% Data Year: 2022-23 Data Source: CA Dashboard	Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities Data Year: 2022-23 Data Source: CA Dashboard
Student Expulsion Rate for all students and all numerically significant subgroups	0% Data Year: 2019-20 Data Source: Dataquest 0%	0% Data Year: 2020-21 Data Source: Dataquest 2020-21:	0% Data Year: 2021-22 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest	Maintain a low expulsion rate of ≤1% Data Year: 2022-23 Data Source: Dataquest

% of students grades 4-8 responding favorably to survey Sense of Belonging section*	59% of students grades 4th-5th responded favorably 51% of students grades 6th-8th responded favorably Data Year: 2020-21 Data Source: Panorama	63% of students grades 4th-5th responded favorably 38% of students grades 6th-8th responded favorably Data Year: 2021-22 Data Source: Panorama	56% of students grades 4th-5th responded favorably 29% of students grades 6th-8th responded favorably Data Year: 2022-23 Data Source: Panorama	50% of students feel safe at school and on campus (grades 4-5). 61% of students feel safe at school and on campus (grades 6-8). 56% of students feel a sense of belonging in the school community (grades 4-5). 39% of students feel a sense of belonging in the school community (grades 6-8). Data Year: 2023-24 Data Source: Panorama	At least 70% of students respond favorably Data Year: 2023-24 Data Source: Panorama
% of parents/guardians responded favorably to school safety question	92% of parents/guardians responded favorably Data Year: 2020-21 Data Source: Panorama	81% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Panorama	90% of parents/guardians responded favorably Data Year: 2022-23 Data Source: Panorama	78% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Panorama	At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Panorama
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2023-24 Data Source: Local

Walk-trough Safety Tool	4 per year Data Year 2020-21 Data Source: Local	3 per year Data Year 2021-22 Data Source: Local	7 per year Data Year 2022-23 Data Source: Local	4 per year Data Year 2023-24 Data Source: Local	4 per year Data Year 2023-24 Data Source: Local
Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	Good Data Year: 2022-23 Data Source: Local	Good Data Year: 2023-24 Data Source: Local	Good Data Year: 2023-24 Data Source: SARC

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Dean of Culture action was implemented, and the Charter School has been fortunate to have the same Dean for three years who has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was implemented this year and there is room for improvement in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support has been implemented well. The Charter School is looking into a Character Education program to support our core value awards and character traits. Positive behavior has been encouraged, and there needs to be additional staff training on model alignment, trauma informed instruction, DEI, and belonging/school connectedness. The facility action was implemented, and the Charter School has been fortunate to have consistent custodial staff. It has been difficult to manage multiple sites. Administrative Support Staff action has been fully staffed and training is improving staff capacity.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 2 (Enrichment Activities and Advisory Curriculum): Actual expenditures $63,140; Budgeted Expenditures: $40,000. This is an increase of 58% of budgeted expenditure. This action was increased due to the cost of staff, instructional and enrichment curriculum and materials, and the addition of activities.

Action 3 (Student Success and Positive Behavior Support): Actual expenditures $14,697; Budgeted Expenditures: $13,000. This is an increase of 15% of budgeted expenditure. This action was increased due to the increased cost of celebrations, events, awards, and recognition.

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

The Dean of Culture action was effective during the three-year LCAP cycle. The Charter School has been fortunate to have the same Dean for three years who has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was partially effective. There has been improvement in Year 3 and will continue to improve in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support has been partially effective. It has been less punitive in the last two years. The program continues to grow and develop. The facility action was partially effective because of the three sites, but it has had consistent custodial staff. Administrative Support Staff action has been partially effective with the move to three sites. In Year 3, it was fully staffed, and training is improving staff capacity.

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

In 2024-25, Goal 3 has been changed to Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education. The previous Goal 3 has focused on student and parent and community engagement. In 2024-25, the metrics for have been focused on parent and community engagement to include seeking input, ELAC meetings, family member survey, teacher and staff survey, parent education workshops, and project/portfolio presentations. The actions now focus on supporting the families to include parent and community engagement and advisory, parent academy, and parent communication. The feedback for the educational partners is to focus on getting parents and the community involved in the school community and learning together to better support the academic and social development of their children.

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.

Goal

Goal #	Description
4	**Voices Academy will recruit and maintain highly-qualified teachers who are committed to the Voices vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program	100 % Eligible Teacher complete induction program within eligibility period	100% Eligible Teachers complete induction program Data Year: 2021-22 Data Source: Voices BTSA list	100% Eligible Teachers complete induction program Data Year: 2022-23 Data Source: Local	100% Eligible Teachers complete induction program Data Year: 2023-24 Data Source: Voices Local Data	100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Local
Percentage of properly credentialed teachers	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed.	13.0 FTE 23.1% Clear 30.8% Intern 46.2% Ineffective Data Year: 2020-21 Data Source: Data Quest	15.3 FTE 13.0% Clear 6.5% Intern 80.4% Ineffective Data Year: 2021-22 Data Source: Data Quest	100% teachers with appropriate permit or waiver credential Data Year: 2021-22 Data Source: SARC

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Induction Program was implemented, but most teachers are completing an internship and are not ready for the Induction Program. Credential Monitoring was implemented well this year. The network is properly monitoring credentials and ensuring teachers have an STP or PIP or passing tests to receive their CLEAR credential. Highly Qualified Teachers action was implemented despite the shortage of teachers in the State and the Nation. Only teachers who have their CLEAR credentials are considered effective and this takes up to five years of teaching to complete. Summer Professional Development was implemented. School Leader Training on EL Practices was not fully

implemented. There were some networkwide training, but there needs to be more training. School Leaders will continue CEEL Servant Leadership.

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.

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Induction Program): Actual expenditure $0; Budgeted Expenditure $3,500. This is a decrease of 100% of budgeted expenditure. This action was decreased because there were no teachers who were eligible for the Induction Program.

Action 2 (Credential Monitoring): Actual expenditure: $16,848, Budget Expenditure $14,910. This is an increase of 13% of budgeted expenditure. This action was increased due to increased staffing costs and credentials.

Action 4 (Summer Professional Development): Actual expenditure: $0; Budget Expenditure $5,880. This is a decrease of 100% of budgeted expenditure. This action was decreased because it was included in network costs.

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

The Induction Program was effective for the teachers who are ready to complete the Induction Program during the three-year LCAP cycle. Credential Monitoring was partially effective during the three-year cycle but improved in Year 3. Highly Qualified Teachers action was partially effective because it takes teachers up to five years of teaching to complete their CLEAR credential. Summer Professional Development was partially effective. School Leader Training on EL Practices was partially effective because there were some networkwide training, but there needs to be more training.

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

In 2024-25, Goal 4 was eliminated and the focus on credentialed teachers and professional development were moved to Goal 1.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Morgan Hill	Vicky Lopez Principal	vlopez@voicescharterschool.com 408-571-6404

Plan Summary 2024-25

General Information

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

Voices College-Bound Language Academy at Morgan Hill ("Voices") is an independent TK-8 public charter school in Morgan Hill founded in 2015 authorized by Santa Clara County Office of Education. Voices College-Bound Language Academies provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. The school uses an instructional approach that is based on inquiry and project-based learning. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

Mission

Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: “Yes we can.” These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak’ech: This Mayan phrase means, “I am you, you are me.” We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship promotes a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 289 students with diverse needs and backgrounds: 64.7% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 59.9% of students were English Learners (“ELs”); 14.87% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 9% of students with disabilities (“SWD”); 0% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (97.9%), White (0.7%), Filipino (0.3%), and Asian (1%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices’ parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee (“ELAC”) which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the

year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Medium” – 40.7 points below standard, increased 3.2 points. The following subgroups were “Medium” – English Learners – 53.4 points below standard, increased 4.6 points, Hispanic/Latinx – 41.8 points below standard, increased 3.3 points; and Socioeconomically Disadvantaged- 39.8 points below standard, increased 11.4 points. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance was Overall “Medium” – 48.2 points below standard, increased 20.1 points. The following subgroups were “Medium”: English Learners – 68.1 points below standard, increased 14.3 points, Socioeconomically Disadvantaged- 52.4 points below standard, increased 19.1 points, and Hispanic/Latinx – 48.9 points below standard, increased 20 points. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2023 Dashboard indicates that 48.1% of English Learners made progress toward English Language proficiency or a performance color of “Low” which is a decline of 2.7%. Students have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “Medium” – 37.7% chronically absent, declined 4.9%. The following subgroup was “Very High” - Students with Disabilities, 64.5% chronically absent, increased 10.2%. The following subgroup was “Medium” - Socioeconomically Disadvantaged, 33% chronically absent, declined 9.3%, English Learners – 40.1% chronically absent, declined 3.1%, and Hispanic/Latinx – 37.4% chronically absent, declined 4.7%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx students, ELs, SWD, and SED students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance,

implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students, especially SWD, for are chronically absent based on results of each student's average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Low" – 0.7% of students were suspended at least one day, declined 0.3%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- English Learners – 0.5% suspended at least one day, maintained -0.2% and Students with Disabilities – 0% were suspended at least one day, declined 2.1%. The following subgroups were "Low" Hispanic/Latinx – 0.7% were suspended at least one day, declined 0.3% and Socioeconomically Disadvantaged – 1% of students were suspended at least one day, maintained -0.2%. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports ("PBIS").

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and for significant. Based on the 2022 and 2023 Dashboards, Voices is in Additional Targeted Support and Improvement ("ATSI") for SWD. This is based on the chronic absenteeism rate for SWD which has remained in the "Very High" performance level for 2022 and 2023 Dashboards. Voices will focus specifically on decreasing Chronic Absenteeism for all students and especially for SWD by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.

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.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Support for Identified Schools

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

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

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
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. 4/9/2023 Additionally, staff surveys were used to inform the LCAP. 11/20/23 (Fall Pre-Survey), 4/9-24/24 (Spring Post-Survey)
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during Community Meetings called LCAP Engagement. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP. 11/20-12/16/23
Students	Engaged in collecting feedback on the goals and actions with middle school students through an advisory group that specifically reviewed student feedback.
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24 The Executive Director responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24 The Executive Director responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Executive Director responded to all comments in writing.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 6/3/24
Public Comment	6/18-23/24 was the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/11/24 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24 that the Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

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

The adopted LCAP was influenced by the feedback provided by educational partners by ensuring that the three goals are supported by actions to include Student Achievement, Student Engagement, and Parent and Community Engagement. One key metric was added which included a Spanish Language Assessment. The actions include support for SWD and ELs. The contributing actions include support for SED students, ELs, and FY. The feedback was to focused on academic interventions, social emotional support, and active parents and community members. The goals and actions support the whole child and ensures that every child can reach their potential.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.**	**Broad**

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall "Medium," the following subgroups were also "Medium" – English Learners, Hispanic/Latinx, and Socioeconomically Disadvantaged. The 2023 Dashboard indicates the Math performance was Overall "Medium," the following subgroups were also "Medium": English Learners, Hispanic/Latinx, and Socioeconomically Disadvantaged. The 2023 CAST scores for Science Overall and for significant subgroups are lower than the State. The 2023 Dashboard indicates that 48.1% of English Learners made progress toward English Language proficiency or a performance color of "Low."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	15.3 FTE 13.0% Clear 6.5% Intern 80.4% Ineffective Data Year: 2021-22 Data Source: Dashboard Fall 2023			80% Clear 20% Intern Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -40.7 HISP: -41.8 SED: -39.8 EL: -53.4 SWD: Too Few Percent Meets and Exceeds: Overall: 31.53% HISP: 31.49% SED: 32.33% EL: 20.56% SWD: 23.53% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: -14.8 HISP: -15.2 SED: -16.2 EL: -31.1 SWD: TBD Percent Meets or Exceeds: Overall: 32.81% HISP: 33.02% SED: 32.09% EL: 22.45% SWD: 30.00% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -48.2 HISP: -48.9 SED: -52.4 EL: -68.1 SWD: Too Few Percent Meets or Exceeds: Overall: 28.80% HISP: 28.73% SED: 28.03% EL: 11.11% SWD: 11.76% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: -22.9 HISP: -21.5 SED: -27.5 EL: -31.4 SWD: TBD Percent Meets or Exceeds: Overall: 28.56% HISP: 28.63% SED: 25.92% EL: 25.31% SWD: 46.58% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Overall: 7.55% HISP: 7.69% SED: 6.98% EL: 2.78% SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: 19.44% HISP: 19.54% SED: 3.23% EL: 15% SWD: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	15% Proficient Data Year: 2023-24 Data Source: ANet 50% of students met growth target Data Year: 2023-24 Data Source: MAP			30% Proficient Data Year: 2026-27 Data Source: ANet 65% of students met growth target Data Year: 2026-27 Data Source: MAP	
1.8	SLA Local Assessment - TBD	Baseline Data Year: 2024-25 Data Source: Local Data			To be Determined Baseline Data Year: 2026-27 Data Source: Local Data	
1.9	Math Local Assessment –MAP	19% Proficient Data Year: 2023-24 Data Source: Anet 66% of students met growth target Data Year: 2023-24 Data Source: MAP			34% Proficient Data Year: 2026-27 Data Source: Anet 65% of students met growth target Data Year: 2026-27 Data Source: MAP	
1.10	EL students making progress toward English Proficiency	ELPI is Low for 2023 ELPI is 48.1% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	

1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	$1,202,246	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation the high-quality curriculum which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	$62,830	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	$104,004	Yes

1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Special attention will be paid to SWD with poor attendance and behavioral issues. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$733,261	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values	$60,500	Yes

		• Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue CEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		
1.6	Technology Infrastructure and Support	Provide a robust technological infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$113,670	No

1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, Achievement Networks, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Dreambox, Achieve3000, Smarty Ants, Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	$23,980	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teach on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	$277,304	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$319,178 Title I	Yes
1.10	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	$117,153	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program for the identified students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/SLA/Literacy and Math through project based learning and field trips.	$676,698	Yes
1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	$438,613	No

1.13	Library, Computer Lab, and Resource Room	By integrating a library, computer lab, and resource room into the Charter School environment, students gain access to the resources and support necessary to develop their literacy skills in both English and Spanish, utilize technology effectively, and receive the accommodations needed to overcome barriers to learning. The library will serve as the heart of literacy development stocking a diverse range of books in both English and Spanish which will foster a love for reading and encourage language acquisition in both languages. The library will provide a space to implement “Los Dichos” for parent volunteers to read bilingual stories to students and host author visits. The computer lab will provide essential technology access for students which will bridge the digital divide ensuring all students have the opportunity to develop digital literacy skills. A dedicated resource room will support SWD especially those who are also EL and will encourage collaborative efforts between general education teachers and special education teachers. This holistic approach ensures that all students, regardless of their linguistic background or learning needs, have the opportunity to thrive academically and achieve their full potential.	$2,000	No

Goal 2

Goal #	Description	Type of Goal
2	**Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.**	**Broad**

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 90.80%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" with the following subgroup was "Very High" -Students with Disabilities, the following subgroups was "Medium" - Socioeconomically Disadvantaged, English Learners, and Hispanic/Latinx.

The 2023 Dashboard indicates the Suspension Rate was Overall "Low" with the following subgroups as, the following subgroup was "Very Low"- English Learners and Students with Disabilities, and the following subgroups were "Low" - Socioeconomically Disadvantaged and Hispanic/Latinx.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	
2.2	Attendance Rate	90.80% Data Year: 2023-24 Data Source: P-2 Report			96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 37.7% HISP: 37.4% EL: 40.1% SED: 33% SWD: 64.5% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	

2.5	Suspension Rate	All: 0.7% HISP: 0.7% EL: 0.5% SED: 1% SWD: 0% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	
2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	

2.8	Student Surveys on the sense of safety and school connectedness	50% of students feel safe at school and on campus (grades 4-5). 61% of students feel safe at school and on campus (grades 6-8). 56% of students feel a sense of belonging in the school community (grades 4-5). 39% of students feel a sense of belonging in the school community (grades 6-8). Data Year: 2023-24 Data Source: Local Data			65% of students feel safe at school and on campus (grades 4-5). 76% of students feel safe at school and on campus (grades 6-8). 71% of students feel a sense of belonging in the school community (grades 4-5). 54% of students feel a sense of belonging in the school community (grades 6-8). Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	$28,000	Yes
2.2	Student Health	Ensure that universal precautions recommended by the members of the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	$3120	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	$43,500	Yes
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	$984,134	No

2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	$10,500	Yes
2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$3,000	No

2.7	Enrichment Activities and Advisory Curriculum	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	$20,000	No
2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	$5,000	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	$102,682	Yes

2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	$97,191	Yes

Goal 3

Goal #	Description	Type of Goal
3	**Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.**	**Broad**

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	
3.2	English Learner Advisory Committee	4 per year Data Year: 2023-24 Data Source: Local Data			4 per year Data Year: 2026-27 Data Source: Local Data	
3.3	Family Member Survey	78% of family members feel their children are safe at school. 97% of family members feel connected to the school. 100% of family members feel welcome at the school. Data Year: 2023-24 Data Source: Local Data			>90% of family members feel their children are safe at school. >90% of family members feel connected to the school. 100% of family members feel welcome at the school. Data Year: 2026-27 Data Source: Local Data	

3.4	Teacher and Staff Survey	86% of Staff feel the relationships between staff and students are respectful. 73% of Staff feel there is a positive working environment. 92% of Teachers feel the relationships between staff and students are respectful. 85% of Teachers feel there is a positive working environment. 85% of Teachers feel the school has been supportive of professional growth. Data Year: 2023-24 Data Source: Local Data			>90% of Staff feel the relationships between staff and students are respectful. >90% of Staff feel there is a positive working environment. >90% of Teachers feel the relationships between staff and students are respectful. >90% of Teachers feel there is a positive working environment. >90% of Teachers feel the school has been supportive of professional growth. Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	3 per year Data Year: 2023-24 Data Source: Local Data			>4 per year Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	6 per year Data Year: 2023-24 Data Source: Local Data			>4 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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 and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	$5,000	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	$5,000	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	$14,700	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$550,458	$0

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
16%	0%	$0	16%

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 #(s)	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
1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Very Low” – 74.8 points below standard, declined 14.4 points. The following subgroups were “Very Low” – English Learners – 91.1 points below standard, declined 15.2 points, Hispanic/Latinx – 75.2 points below standard, declined 15.5 points; and Socioeconomically Disadvantaged- 76.2 points below standard, declined 9.3 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 93.6 points below standard, declined 10.8 points. The following subgroups were “Very Low”: English Learners – 102 points below standard, declined 10.6 points, and Socioeconomically Disadvantaged- 104.8 points below standard, declined 17.3 points. The following subgroup was "Low": Hispanic/Latinx – 93.2 points below standard, declined 11.8 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 42.1% chronically absent, declined 6.5%. The following subgroup was "Very High" -Students with Disabilities, 56.7% chronically absent, increased 11%. The following subgroup was "High" - Socioeconomically Disadvantaged, 48.5% chronically absent, declined 2%. The following subgroups were "Medium" - English Learners – 40% chronically absent, declined 6.6%, and Hispanic/Latinx –41.5% chronically absent, declined 6.5%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0.6% of students were suspended at least one day, declined 1.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- Hispanic/Latinx – 0.6% were suspended at least one day, declined 1.6% and Socioeconomically Disadvantaged – 0.9% of students were suspended at least one day, declined 1%. The following subgroup was "Low" English Learners – 1.1% suspended at least one day, declined 1.3%. The following subgroup was "High" Students with Disabilities – 3.1% were suspended at least one day, increased 0.3%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

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
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

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.

Not Applicable

Additional Concentration Grant Funding

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

Not 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	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,796,502.00	$ 2,898,349.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 7,975	$ -
1	2	ELPAC Administration	Yes	$ 2,000	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 23,160	$ 17,635
2	2	Standards Aligned Core Curriculum	No	$ 16,000	$ 16,894
2	3	Staff Coaching Support	Yes	$ 267,022	$ 266,788
2	4	Associate teachers (Title 1)	Yes	$ 182,245	$ 264,945
2	5	Technology and programs for adaptive intervention programs	Yes	$ 109,353	$ 86,925
2	6	Formative Assessment Programs	Yes	$ 4,000	$ -
2	7	Student Services Manager	No	$ 107,228	$ 113,752
2	8	LAS Links administration	No	$ 4,000	$ 1,296
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 125,658	$ 133,319
3	1	Dean of Culture	Yes	$ 98,268	$ 98,813
3	2	Enrichment Activities and Advisory Curriculum	No	$ 40,000	$ 63,140
3	3	Student Success and Positive Behavior Support	Yes	$ 13,000	$ 14,967
3	4	Facility Maintanence	No	$ 617,867	$ 605,327
3	5	Admin Support Staff	No	$ 209,837	$ 190,644
4	1	Induction Program	No	$ 3,500	$ -
4	2	Credential Monitoring	No	$ 14,910	$ 16,848
4	3	Highly Qualified teachers	No	$ 919,599	$ 980,056

4	4	Summer Professional Development	No	$ 5,880	$ -
4	5	School Leader Training	No	$ 25,000	$ 25,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 447,616	$ 642,737	$ 694,405	$ (51,668)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Systematic ELD and SIOP Teacher Training	Yes	$ 7,975	$ -	0.00%	
1	2	ELPAC Administration	Yes	$ 2,000	$ 2,000.00	0.00%	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 23,160	$ 17,635.00	0.00%	0.00%
2	2	Standards Aligned Core Curriculum	No	$ -	$ -	0.00%	0.00%
2	3	Staff Coaching Support	Yes	$ 267,022	$ 266,768.00	0.00%	0.00%
2	4	Associate teachers (Title 1)	Yes	$ 73,885	$ 156,585.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 84,153	$ 61,725.00	0.00%	0.00%
2	6	Formative Assessment Programs	Yes	$ 4,000	$ -	0.00%	
2	7	Student Services Manager	No	$ -	$ -	0.00%	0.00%
2	8	LAS Links administration	No	$ -	$ -	0.00%	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 125,658	$ 133,319.00	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 49,884	$ 49,406.00	0.00%	0.00%
3	2	Enrichment Activities and Advisory Curriculum	No	$ -	$ -	0.00%	0.00%
3	3	Student Success and Positive Behavior Support	Yes	$ 5,000	$ 6,967.00	0.00%	0.00%
3	4	Facility Maintanence	No	$ -	$ -	0.00%	0.00%
3	5	Admin Support Staff	No	$ -	$ -	0.00%	0.00%
4	1	Induction Program	No	$ -	$ -	0.00%	0.00%
4	2	Credential Monitoring	No	$ -	$ -	0.00%	0.00%
4	3	Highly Qualified teachers	No	$ -	$ -	0.00%	0.00%
4	4	Summer Professional Development	No	$ -	$ -	0.00%	0.00%
4	5	School Leader Training	No	$ -	$ -	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,758,636	$ 447,616	0.00%	16.23%	$ 694,405	0.00%	25.17%	$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 3,368,777	$ 550,458	16.340%	0.000%	16.340%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,734,097	$ 1,484,035	$ -	$ 235,132	$ 5,453,264.00	$ 3,243,284	$ 2,209,980

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	Appropriately Staff School	All	No	Schoolwide	N/A	Voices	2024-25	$ 1,202,246	$ -	$ 1,202,246	$ -	$ -	$ -	$ 1,202,246	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 62,830	$ 62,830	$ -	$ -		$ 62,830	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2024-25	$ 95,604	$ 8,400	$ 82,578	$ -	$ -	$ 21,426	$ 104,004	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2024-25	$ 453,861	$ 279,400	$ 373,077	$ 305,674	$ -	$ 54,510	$ 733,261	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 60,500	$ 49,862	$ -	$ -	$ 10,638	$ 60,500	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2024-25	$ 18,670	$ 95,000	$ 113,670	$ -	$ -	$ -	$ 113,670	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 23,980	$ 23,980	$ -	$ -	$ -	$ 23,980	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2024-25	$ 277,304	$ -	$ 277,304	$ -	$ -	$ -	$ 277,304	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 319,178	$ -	$ 170,620	$ -	$ -	$ 148,558	$ 319,178	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 117,153	$ -	$ 117,153	$ -	$ -	$ -	$ 117,153	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 73,726	$ 602,972	$ 29,614	$ 647,084	$ -	$ -	$ 676,698	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2024-25	$ 438,613	$ -	$ 438,613	$ -	$ -	$ -	$ 438,613	0.000%
1	13	Library, Computer Lab, and Resource Room	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 28,000	$ 28,000	$ -	$ -	$ -	$ 28,000	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 3,120	$ 3,120	$ -	$ -	$ -	$ 3,120	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 43,500	$ 43,500	$ -	$ -	$ -	$ 43,500	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2024-25	$ 38,056	$ 946,078	$ 552,794	$ 431,340	$ -	$ -	$ 984,134	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 10,500	$ 10,500	$ -	$ -	$ -	$ 10,500	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 102,682	$ -	$ 51,341	$ 51,341	$ -	$ -	$ 102,682	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 97,191	$ -	$ 48,595	$ 48,596	$ -	$ -	$ 97,191	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2024-25	$ 9,000	$ 5,700	$ 14,700	$ -	$ -	$ -	$ 14,700	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,368,777	$ 550,458	16.340%	0.000%	16.340%	#REF!	#REF!	#REF!	Total:	#REF!
								LEA-wide Total:	$ -
								Limited Total:	$ 82,578
								Schoolwide Total:	$ 1,010,484

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	Appropriately Staff School	No	Schoolwide		Voices	$ -	0.000%
1	2	Implementation of Core Curriculum	No	Schoolwide		Voices	$ -	0.000%
1	3	Support for English Learners	Yes	Limited	English Learners	Voices	$ 82,578	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 49,862	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 23,980	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 170,620	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ 117,153	0.000%
1	11	After School Program and Summer School	Yes	Schoolwide	All	Voices	$ 29,614	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 2,000	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 3,120	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 552,794	0.000%
2	6	Attendance Support	No	Schoolwide		Voices	$ -	0.000%
2	7	Enrichment Activities and Advisory Curricul	No	Schoolwide		Voices	$ -	0.000%
2	8	Middle School Culture	No	Schoolwide		Voices	$ -	0.000%
2	9	Dean of Culture	Yes	Schoolwide	All	Voices	$ 5,000	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 51,341	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 5,000	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

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

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

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

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

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

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

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

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

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

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

Purpose

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

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

Statutory Requirements

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

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Coversheet

Mount Pleasant (MP) Review of Local Indicators and 24-25 LCAP Approval

Section:	III. 24-25 Local Indicators Review and LCAP Approval
Item:	C. Mount Pleasant (MP) Review of Local Indicators and 24-25 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	Voices Mount Pleasant Local Indicators 24.pdf Voices Mount Pleasant Final LCAP 2024 - Combined (1).pdf

California Department of Education
January 2024

Local Performance Indicator Quick Guide

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Mount Pleasant 24

Local Indicator Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress in implementing the academic standards adopted by the state board.**

In the 2023-2024 school year, Voices MP experienced a shift in staff, including the hiring of a new principal. While we have returning staff share our best practices for understanding, unpacking, assessing and learning from standards in our professional learning community, many of our teachers were new and Voices had to introduce them to curriculum and best practices. Voices MP's new principal was focused on transforming the culture for staff and students and she had success in doing that this year. Voices MP is hoping to build off of that growth by leaning more into identifying the professional learning needs of staff and developing them. We are currently exploring different curricula in certain grades, as we undergo curriculum reviews, though we are sustaining our protocols to support teachers regardless of the curriculum (for example, internalization protocols or data analysis protocols).

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

Instructions

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

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine the next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions, and services and modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

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

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

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

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

This year Voices Mount Pleasant started the year with a new Leadership Team including Principal, Dean of Culture, Student Services Manager, Business Manager and Instructional Coach. This new team prioritized relationship building with staff and parents/guardians to promote a more welcoming environment. Communication to staff and parents/guardians improved significantly. Throughout the year, Voices Mount Pleasant conducted ELAC meetings and Cafecitos, giving parents/guardians a platform to discuss input/feedback on LCAP goals, school progress, needs and academics. All materials are provided in English and

Spanish. The meetings are hosted by Voices and stakeholder feedback is collected. Parents were also involved in planning and volunteering in school fundraising events throughout the year.

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

Voices Mount Pleasant will continue to focus on increasing attendance at ELAC, Cafecito, and Workshops pushing out invites through ParentSquare as well as having the Principal and Dean of Culture make calls home to encourage more relationship building. Additionally, building those relationships with staff and families includes training teachers on parent-teacher conferences and how to communicate with parents regularly through updates. Voices MP also plans to encourage families to attend Plazas (student assemblies). Finally, Voices MP will continue to conduct several school-wide events for both students and families to attend with opportunities for families to support in the planning.

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

Voices Mount Pleasant will focus on different outreach approaches when reaching out to our harder-to-reach families. Approaches include continuing to provide materials in both English, Spanish, and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging, etc. Voices will also use these various communication channels to convey information on resources and support families by connecting to these resources. Additionally, Voices Mt Pleasant will continue to work with school staff and teachers to understand the importance of accessible and equitable communication with our families.

Section 2: Building Partnerships for Student Outcomes

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

   This year, Voices Mount Pleasant partnered with the Boys and Girls Club, Art in Action, and Pacific Clinics. The Boys and Girls Club partnership allows Voices Mount Pleasant to receive support with the enrichment block and provides an expanded learning opportunity through their after-school program. This supports Voices students to build rapport/relationship with the staff, which contributes to greater student outcomes. The Art in Action Program is rooted in the National Core Arts Standards. For Voices Mount Pleasant's enrichment block, we partnered with Pacific Clinics to provide parent workshops and support on-site with small groups. Pacific Clinics also provides a Social Emotional Learning (SEL) advisory to meet with middle school students (6th - 8th grade) once a week.

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

   Voices MP will start the year with a Parent/Guardian Education Workshop calendar to provide families with resources and guidance on how to support their student and partner and collaborate with the school.

Families would like more opportunities for enrichment activities outside of what is currently offered. Voices will continue to focus on improvements to enrichment programming possibly including performing arts opportunities and additional partnerships to focus on student wellness. Voices MP will continue to focus on student wellbeing by supporting them to build coping skills by continuing to partner with Pacific Clinics to provide 1:1 support and group support. Voices MP will provide advisory for middle school students and implement an SEL curriculum. Voices MP aims to provide families with more resources to support students with learning at home.

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

   In order to improve the engagement of our underrepresented families we ensure communication is sent out in both English and Spanish and in both digitally and in printed form. Voices Mount Pleasant will also work on connecting underrepresented families to needed community resources and make proactive calls when needed.

Section 3: Seeking Input for Decision-Making

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

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

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

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

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

   Voices Mount Pleasant conducts Cafecitos and ELAC meetings throughout the school year, where parents, families, and other stakeholders are able to share feedback, input, and suggestions. In addition to stakeholder engagement, Voices sends out a Network-wide survey to staff, students, and families twice a year and utilizes the feedback and information provided from the surveys for future planning.

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

   Voices MP hosts Cafecitos (Principal's Coffee) and ELAC meetings throughout the school year, where parents, families, and other stakeholders are able to share feedback, input, and suggestions. Voices MP will work on increasing/improving attendance at these meetings. In addition to stakeholder engagement, Voices sends out a Network-wide survey to staff, students, and families. We utilize the Panorama platform to conduct the surveys twice a year

and utilize the feedback and information provided from the surveys for future planning. Voices MP will work on increasing family participation in the survey to increase response rate in order to gather input from a greater percentage of families.

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

Voices MP will continue to focus on different approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and other languages as needed, proactive phone calls from the Dean of Culture and Principal, bilingual Parent Square Messaging, conducting parent/guardian meetings at various times to allow for parent/guardian work schedules and offering information and connection to community resources.

School Climate (LCFF Priority 6)

Introduction

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

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

Instructions

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

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

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

> **Prompt 2 (MEANING)**: Describe key learnings, including identified needs and

areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

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

Response:

Per the 2023-24 Spring Panorama student survey, 80% of students in fourth through fifth grade indicated a positive response towards having Supportive Relationships with a teacher or other adult on campus. Similarly, 69% of sixth through eighth graders reported having Supportive Relationships with a teacher or other adult on campus. In addition, 54% of students grades 4th and 5th responded favorably to having a sense of belonging on campus. 30% of students grades 6th-8th responded favorably to having a sense of belonging on campus. Regarding social and emotional learning, only 52% of fourth through fifth graders indicated they were successfully able to navigate challenging feelings at school. 56% of sixth through eighth graders reported they were successfully able to navigate challenging feelings.

Based on the Panorama survey results, it is evident that students feel they have strong relationships with the adults on campus and are still working to develop socioemotional skills that will support them in navigating challenging feelings and increasing their sense of belonging at school. These trends suggest this should be an area of focus for the coming school year.

In the 24-25 school year, Voices Mt. Pleasant will continue to utilize the school counselor in building socioemotional skills in 1-1 and group settings. Voices MP will continue their partnership with Pacific Clinics to provide students with lessons on social skills, support with conflict resolution, and offer 1-1 and group counseling to supplement socioemotional learning for students with a higher level of need.

Additionally, Voices MP will add student-lead clubs that promote interest and foster inclusivity. Voices MP will develop advisory programs where students can discuss issues and build a supportive community as well as improve communication between students, parents, and staff. Regular feedback sessions can help identify ongoing issues and address them promptly. Voices MP will host more events and activities that celebrate cultural diversity and promote understanding and respect among students. By implementing these strategies and programs, Voices MP can work towards improving the sense of belonging for all students, creating a more inclusive and supportive school environment.

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

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

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

Response: Voices Mount Pleasant uses different measures and tools to track progress on the broad course of study including:

- Daily attendance, including attendance in middle schools blocks
- Daily schedules for grades K-8
- Pacing calendars for math and ELA curriculum
- Trackers for meeting the instructional minutes for students with special needs
- Regular principal network walkthroughs to monitor implementation of academic program
- Academic weekly data tracking to measure success of implemented course of studies in math and ELA
- Academic lesson internalization and tracking
- Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

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

Response: All students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices MP implements a full inclusion model for students with special needs. Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English Language Arts and Spanish language arts nonfiction and fiction passages.

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

Response: Voices Mount Pleasant offers a broad course of study to all students currently, but we are always looking to improve. Next year, for example, Voices MP is adopting a new Spanish language arts curriculum. Challenges that Voices has overcome include staffing challenges. Voices MP works hard to find bilingual, credentialed teachers and substitutes, and have filled in our positions successfully. However, it does take time to recruit, onboard, train and place a strong bilingual teacher in every classroom. This year, Voices MP was able to improve our onboarding processes for mid-year hires and provide stability in our staffing by late-mid year. We are retaining most of our staff for the following school year, but will work on the challenge of ensuring our teachers know how to use curriculum and instructional materials well, and receive consistent coaching.

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

Next year, Voices Mount Pleasant will focus on the following initiatives:

- Sense of Belonging: Making sure Voices MP students continue to feel safe and supported so that they are in attendance and have access to a broad course of study.
- Spanish Language Arts: Voices MP is moving from teacher-created curriculum to a published curriculum to support teachers with internalizing lessons.
- Other curriculum: Voices MP will explore new curricula in other subject areas in specific grades.
- Simplifying assessment: Voices MP is paring down our assessments so we respond to the data we collect in a timely manner. We aim to bring cohesion to all of our systems, and one step is to strengthen our assessment cycles based on teacher feedback and student data.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

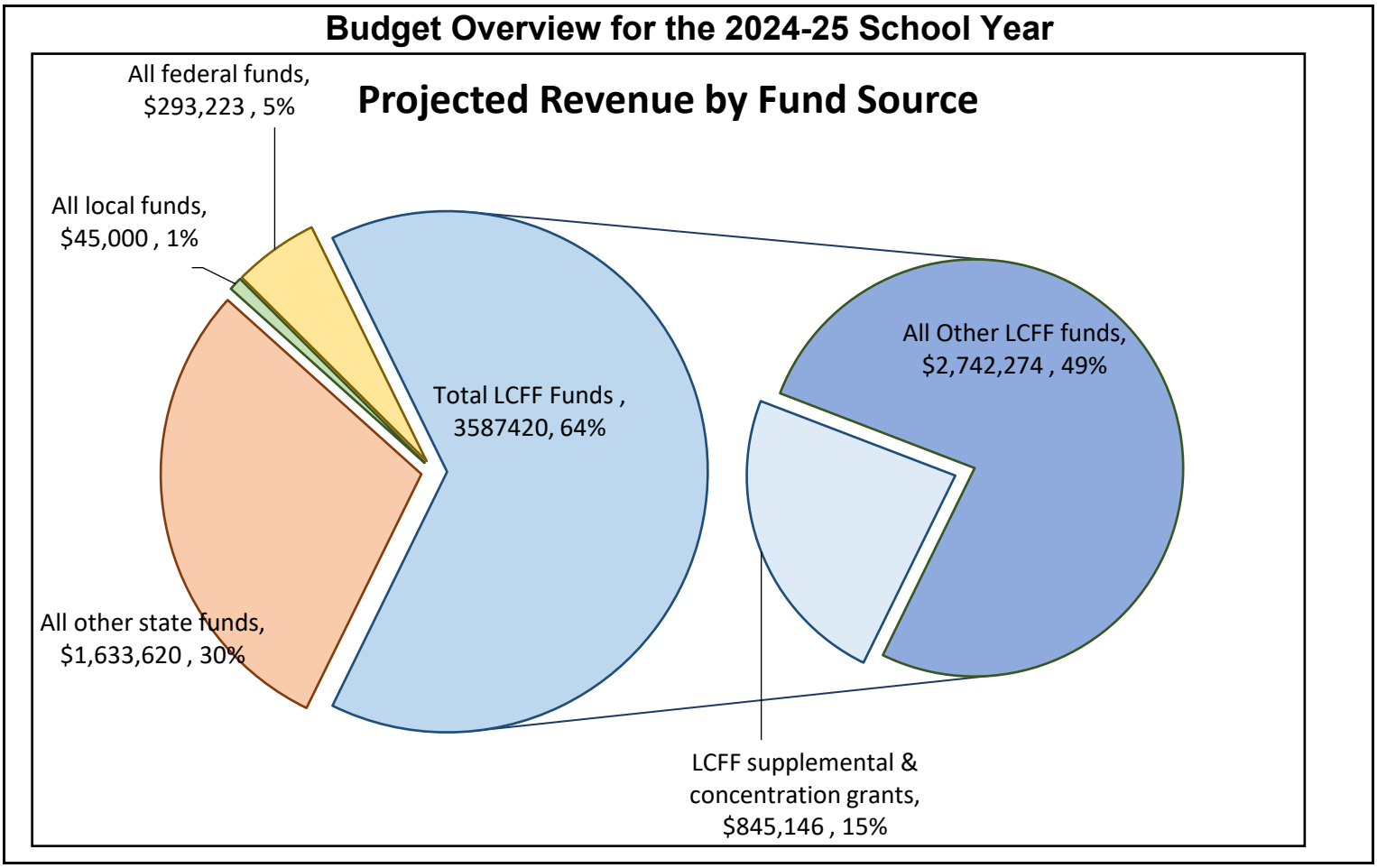
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Mount Pleasant

CDS Code: 43104390132530

School Year: 2024-25

LEA contact information: Mari DeGutierrez, Principal mdegutierrez@voicescharterschool.com (408) 571-64

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).

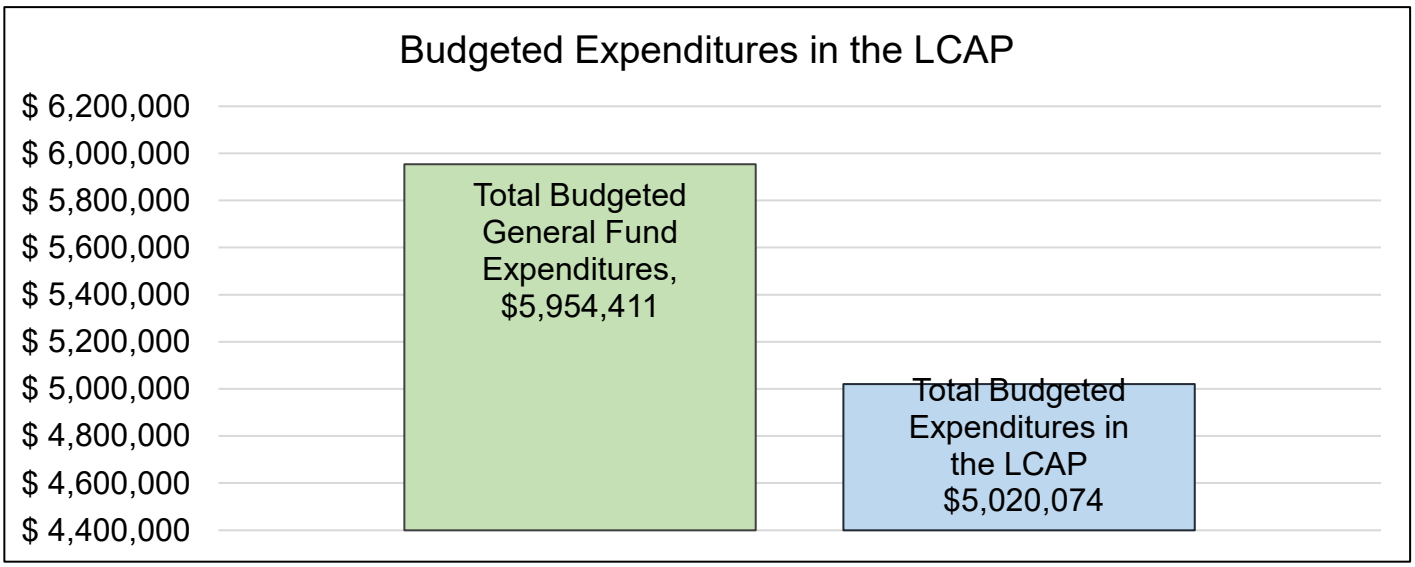


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Mount Pleasant expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Mount Pleasant is $5,559,263.00, of which $3,587,420.00 is Local Control Funding Formula (LCFF), $1,633,620.00 is other state funds, $45,000.00 is local funds, and $293,223.00 is federal funds. Of the $3,587,420.00 in LCFF Funds, $845,146.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at Mount Pleasant plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Mount Pleasant plans to spend $5,954,411.00 for the 2024-25 school year. Of that amount, $5,020,074.00 is tied to actions/services in the LCAP and $934,337.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

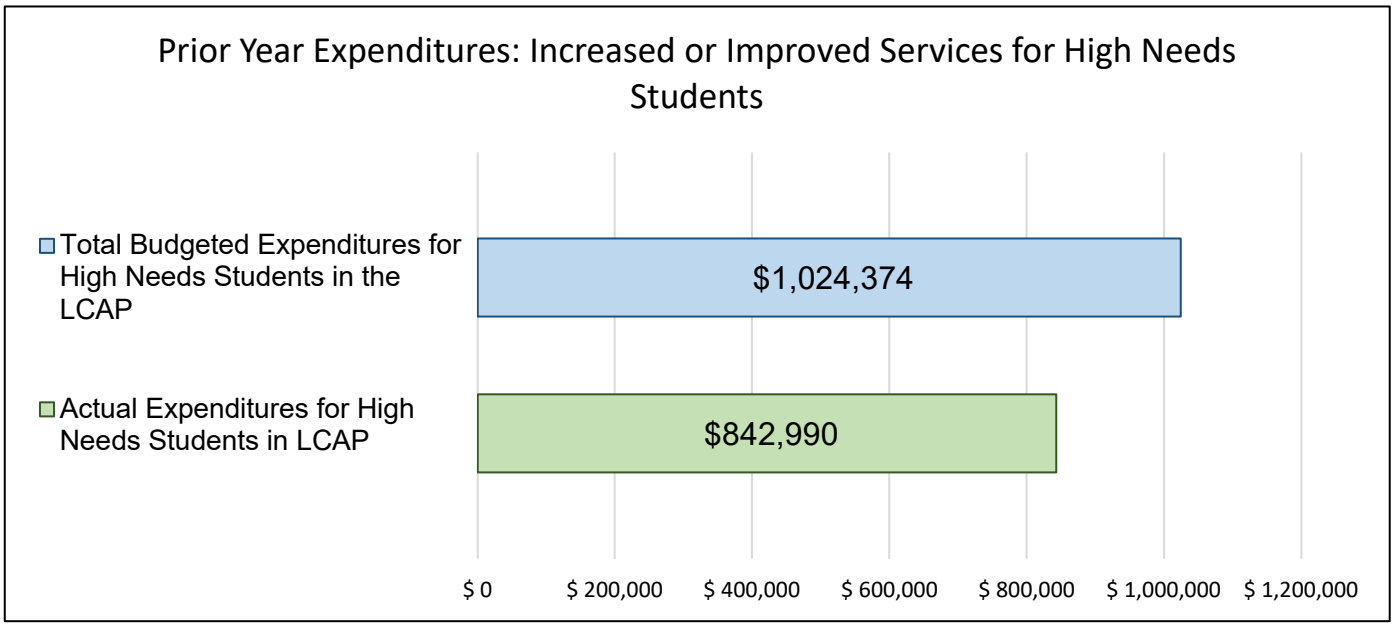
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

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

In 2024-25, Voices College-Bound Language Academy at Mount Pleasant is projecting it will receive $845,146.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Mount Pleasant must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Mount Pleasant plans to spend $853,267.00 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 2023-24



This chart compares what Voices College-Bound Language Academy at Mount Pleasant budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at Mount Pleasant estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Voices College-Bound Language Academy at Mount Pleasant's LCAP budgeted $1,024,374.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Mount Pleasant actually spent $842,990.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $181,384.00 had the following impact on Voices College-Bound Language Academy at Mount Pleasant's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Mount Pleasant	Mari DeGutierrez Principal	mdegutierrez@voicescharterschool.com 408-571-6404

Goals and Actions

Goal

Goal #	Description
1	**Promote the achievement of all students, and particularly English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in Voices' dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard- Academic Indicator **English Language Arts** average scale score **distance from standard** for all students and all numerically significant subgroups	All Students: -17.9 points below Hispanic -23.9 points below English Learners - 32.1 points below Socioeconomically Disadvantaged – 32.1 points below Students with Disabilities – Too Few Data Year: 2018-19 Data Source: CA Dashboard	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 60.4 points below Hispanic: 59.7 points below English Learners: 75.9 points below Socioeconomically Disadvantaged: 66.9 points below Students with Disabilities: N/A Data Year: 2021-22 Data Source: CA Dashboard	All Students 74.8 points below Hispanic: 75.2 points below English Learners: 91.1 points below Socioeconomically Disadvantaged: 76.2 points below Students with Disabilities: N/A Data Year: 2022-23 Data Source: CA Dashboard	All Students - 7 points below Hispanic -13 points above English Learners - 22 points below Socioeconomically Disadvantaged - 22 points below Students with Disabilities – Too Few Data Year: 2022-23 Data Source: CA Dashboard

CA School Dashboard- Academic Indicator **Math** average scale score **distance from standard** for all students and all numerically significant subgroups	All Students – 17.8 points below Hispanic -11.6 points below English Learners – 9.5 points below Socioeconomically Disadvantaged – 11.6 points below Students with Disabilities – Too Few Data Year: 2018-19 Data Source: CA Dashboard	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 82.9 points below Hispanic: 81.5 points below English Learners: 91.4 points below Socioeconomically Disadvantaged: 87.5 points below Students with Disabilities: N/A Data Year: 2021-22 Data Source: CA Dashboard	All Students 93.6 points below Hispanic: 93.2 points below English Learners: 102 points below Socioeconomically Disadvantaged: 104.8 points below Students with Disabilities: N/A Data Year: 2022-23 Data Source: CA Dashboard	All Students - 4 points above Hispanic - 3 points above English Learners - 2 points above Socioeconomically Disadvantaged - 2 points above Students with Disabilities – Too Few Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **English Language Arts/Literacy** (Overall performance in SBAC) for all students and all numerically significant subgroups	All Students - 41.79% Hispanic – 39.34% English Learners 24.24% Socioeconomically Disadvantaged – 34.55% Students with Disabilities N/A Data Year: 2018-19 Data Source: CAASPP results	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 24.86% Hispanic: 25.00% English Learners: 8.6% Socioeconomically Disadvantaged: 22.6% Students with Disabilities: 7.14% Data Year: 2021-22 Data Source: CAASPP results	All Students – 17.81% Hispanic – 18.02% English Learners 7.45% Socioeconomically Disadvantaged – 17.09% Students with Disabilities 15.00% Data Year: 2022-23 Data Source: CAASPP results	All Students - 48% Hispanic - 48% English Learners 30% Socioeconomically Disadvantaged - 42% Students with Disabilities 30% Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **Math** (Overall performance in SBAC) for all students and all numerically significant subgroups	All Students - 55.07% Hispanic – 53.96% English Learners 42.42% Socioeconomically Disadvantaged – 55.55% Students with Disabilities N/A Data Year: 2018-19 Data Source: CAASPP results	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 11.23% Hispanic: 11.25% English Learners: 9.61% Socioeconomically Disadvantaged: 10.14% Students with Disabilities:17.85% Data Year: 2021-22 Data Source: CAASPP results	All Students – 13.56% Hispanic – 13.69% English Learners 10.31% Socioeconomically Disadvantaged – 10.92% Students with Disabilities 31.58% Data Year: 2022-23 Data Source: CAASPP results	All Students - 55% Hispanic - 55% English Learners 45% Socioeconomically Disadvantaged - 50% Students with Disabilities 30% Data Year: 2022-23 Data Source: CA Dashboard
CA School Dashboard- **English Learner Progress Indicator (ELPI)** The percentage of current English Learner students who **progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4**	ELPI is 36% Data Year: 2020-21 Data Source: ELPAC Summative CA Dashboard	ELPI not reported for 2020-21 36.6% Students Scored 3 11.1% Students scored 4 Data Year: 2020-21 Data Source: ELPAC Summative CA Dashboard	42.3% Data Year: 2021-22 Data Source: CA Dashboard	ELPI is Very Low for 2023 ELPI is 33.9% Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard	43% of English language learners progress at least one level or maintain ELPI Level 4 Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard
Percentage of students redesignated Fluent-English Proficient since last census	9.8% reclassification rate Data Year: 2019-20 Data Source: Dataquest	0% reclassification rate Data Year: 2020-21 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2021-22 Data Source: Dataquest	Data release delayed by the CDE Internal Data 11.19% Data Year: 2022-23 Data Source: Dataquest	12% reclassification rate Data Year: 2022-23 Data Source: Dataquest

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

SIOP training was provided by the network, but the majority of SIOP and Systematic ELD training occurred on site provided by the Instructional Coach. There is still a need for additional SIOP and Systematic ELD training as the majority of the students are ELs at Voices. The ELPAC was administered very well in 2023-24. This was improved due to the planning of the sequence of the ELPAC administration.

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.

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Systematic ELD and SIOP Teacher Training): Actual expenditure $6,000; Budgeted Expenditure $7,975. This is a decrease of 25% of budgeted expenditure. This action was decreased because most of the training occurred at the site level by the Instructional Coach though some of the costs were attributed to the network.

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

The systematic ELD and SIOP teacher training was partially effective during the three-year LCAP cycle because ELs are making slow progress as are all students and other significant subgroups. The ELs declined in CAASPP Math in 2023. The ELPAC administration has been effective, and it has improved over the three-year LCAP cycle.

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

In 2024-25, Goal 1 has been changed to Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. The previous Goal 1 and Goal 2 were combined to focus on student achievement. It has also allowed for the metrics to be streamlined to include all students and significant subgroups to appropriately assigned and fully credentialed teachers, access to standards aligned instructional materials, implementation of standards for all students and enable ELs access to CCSS and ELD standards, SBAC ELA, SBAC Math, CAST Science, ELA Local Assessment (ANET and MAP), Math Local Assessment (ANET and MAP) and SLA Local Assessment (to be determined), English Learner Progress Indicator (“ELPI”), and EL Reclassification Rate. The 2024-25 LCAP removed actions that are requirements like ELPAC administration and recruiting, monitoring, and maintaining highly qualified teachers. The actions in Goal 4 have been included in Goal 1 especially through professional development in the actions (Induction Program, Summer Professional Development, and School Leader Training). The 2024-25 actions in Goal 1 reflect the feedback from educational partners to include staffing the school, implementing core curriculum with fidelity (ELA, SLA, Math, Science, Social Science), support for ELs, support for SWD, rigorous professional development, technology infrastructure and support, academic interventions and supplemental materials,

ensuring instructional practices by the Instructional Coach and Principal, associate teachers providing direct services to identified students, having the Student Services Manager ensure a strong MTSS program, effective after school program and summer school, network support infrastructure for transparency, and beginning to integrate a library, computer lab and resource room. The 2024-25 LCAP is strong, and implementation of the actions is attainable.

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.

Goal

Goal #	Description
2	**Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2: % proficient	27% of students proficient Data Year: 2020-21 Data Source: ANET Assessment Data	34% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	21% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	12% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	45% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: ANET Assessment Data
Internal ELA Assessment 2-8 in Benchmark 2: % proficient	17% of students proficient Data Year: 2020-21 Data Source: ANET Assessment Data	32% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	11% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	15% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	30% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	54% met MAP growth target Data Year: 2020-21 Data Source: MAP Assessment Data	39% met growth target Data Year: 2021-22 Data Source: MAP Assessment Data	37% of students met growth target Data Year: 2022-23 Data Source: MAP Assessment Data	49% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	62% of students meet their growth target Data Year: 2023-24 Data Source: MAP Assessment Data
Math MAP Assessment Growth Goals: % meeting growth goal	55% met MAP growth goals Data Year: 2020-21 Data Source: MAP Assessment Data	44% met Spring to Spring growth metric Data Year: 2021-22 Data Source: MAP Assessment Data	40% of students met growth goals Data Year: 2022-23 Data Source: MAP Assessment Data	65% of students met growth goals Data Year: 2023-24 Data Source: MAP Assessment Data	62% of students meet their growth goals in math based on MAP math assessment Data Year: 2023-24 Data Source: MAP Assessment Data

% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2020-21 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2022-23 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2020-21 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2022-23 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Curriculum Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list
CA Science Test (**CAST**) % of students meeting/exceeding standards for all students and all numerically significant subgroups (added in 2022)	No CAST data for 2021 due to the pandemic related testing disruptions	N/A (metric added in 2022)	All Students: 2.33% Hispanic: 2.33% English Learners: 0% Socioeconomically Disadvantaged: 2.86% Students with Disabilities: Too Few Data Year: 2021-22 Data Source: CAASPP results	All Students: 4.44% Hispanic: 4.54% English Learners: 0% Socioeconomically Disadvantaged: 3.23% Students with Disabilities: N/A Data Year: 2022-23 Data Source: CAASPP results	All Students: 6% Hispanic: 6% English Learners: 2% Socioeconomically Disadvantaged: 5% Students with Disabilities: Too Few Data Year: 2022-23

					Data Source: CAASPP results

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

The benchmark assessment licenses and screeners were implemented, but there is a noted discrepancy between the curriculum, standards, and benchmarks. In order to prepare for Charter Renewal, it is important to transition from reliance on the ANET to MAP because MAP is an adopted academic progress indicator to be used in the charter school renewal process by the CDE. There is a strong need for an SLA curriculum in a dual immersion program as well as science and social science curriculum to ensure access to a broad course of study. EL Education needs to be used with fidelity. The implementation of Eureka Math has been better. There are many resources for teachers (Achieve3000, Dreambox, SmartyAnts, etc.) that teachers need additional training to improve the use of these resources. Staff coaching was successfully implemented this year and teachers' skills are steadily improving. The associate teachers were implemented well, and they need to continue to receive professional development. The technology resources were implemented and could be used more effectively to drive instruction. Formative assessment programs was implemented, and the Charter School holds weekly data meetings. The Student Services Manager has been fully staffed and implemented this year, and there was a positive shift in the Special Education department. LAS link administration was implemented successfully. Small class sizes, teacher recruitment, and teacher retention was implemented and there are no teacher vacancies. Some class sizes are large, but most are in the anticipated average small size.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Benchmark Assessments Licenses and Screeners): Actual expenditures $18,957; Budgeted Expenditures: $23,160. This is a decrease of 18% of budgeted expenditure. This action was decreased because the cost of the benchmarks and screeners were on multi-year budgets. Additional focus could have been spent on TK-1 benchmarks and screeners.

Action 2 (Standards Aligned Core Curriculum): Actual expenditures $6,537; Budgeted Expenditures: $16,000. This is a decrease of 59% of budgeted expenditure. This action was decreased because replacements and consumables were purchased, but no new curriculum.

Action 3 (Staff Coaching Support): Actual expenditures $222,452; Budgeted Expenditures: $265,945. This is a decrease of 16% of budgeted expenditure. This action was decreased because there was a Principal vacancy for months of the year.

Action 5 (Technology and programs for adaptive intervention programs): Actual expenditure: $63,245; Budget Expenditure $101,152. This is a decrease of 37% of budgeted expenditure. This action was decreased to because there were multi-year contracts and a limited attempt to replace, add, and upgrade equipment.

Action 8 (LAS Links Administration): Actual expenditure: $1,811; Budget Expenditure $2,300. This is a decrease of 21% of budgeted expenditure. This action was decreased because the cost of LAS Links was less than expected.

Action 9 (Small Class Sizes, Teacher Recruitment and Retention): Actual expenditure: $414,010; Budget Expenditure $518,969. This is a decrease of 20% of budgeted expenditure. This action was decreased because there were teacher vacancies and reduced cost of teachers based on education and experience.

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

The benchmark assessment licenses and screeners were partially effective during the three-year LCAP cycle, but there is a noted discrepancy between the curriculum, standards, and benchmarks. Standards Aligned core curriculum was partially effective because the EL Education and Eureka Math curriculum was implemented, but the curriculum must be used with fidelity in order to ensure equity among the classes. Voices needs to adopt an SLA curriculum. Middle School has science and social science curriculum, and the elementary uses EL Education and supplements with Mystery Science, Achieve3000, and Newsela. Staff Coaching Support has been partially effective because of vacancies. Associate teachers have been partially effective due to the lack of training to provide direct service to students and run small group instruction. Enrichment has been moved to later in the school day. Technology and adaptive intervention programs were partially effective because it is used, but it needs to be used with more fidelity and data analysis to drive instruction. Formative assessment programs was partially effective because they need to be used schoolwide. Grades 5-8 use Go Formative or Exit tickets which has been consistent in Year 2 and 3. There needs to be more formative assessment for grades TK-4. The Student Services Manager action was partially effective due to vacancies. There needs to be cohesion of this position across the network. The Student Services Manager need to actively collaborate during IPP and data meetings across the network. LAS Links administration is not effective because though the assessment is completed, there is no data sharing, aggregation, or processing. Small class sizes, teacher recruitment, and retention action was partially effective. Some classes are large, there were numerous vacancies and teacher turnover events especially in Year 1 and 2 which improved from Year 2 to Year 3. Voices is a Teach for America school and a training ground for new teachers.

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

In 2024-25, Goal 2 has been changed to Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. The previous Goal 1 and Goal 2 were combined to focus on student achievement. In 2024-25, the metrics for have been focused on student engagement to include facilities, attendance rate, chronic absenteeism rate, middle school dropout rate, suspension rate, expulsion rate, broad course of study, and student surveys on the sense of safety and school connectedness. The actions now focus on supporting the student and their educational experience to include field trips, student health, school supplies, safe and clean facilities, positive school climate and culture, attendance support, enrichment activities and advisory curriculum, middle school culture, Dean of Culture, and School Counselor. The feedback for the educational partners is to focus on the social emotional health and well-being of students and to ensure that students are engaged and connected to the school community.

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.

Goal

Goal #	Description
3	**Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families responding to survey # of parents attending LCAP meetings	57% survey response. Due to Covid protocols all meeting were conducting virtually Data Year: 2020-21 Data Source: Local Surveys and Sign-in sheets	10.4% survey response Due to Covid protocols all meeting were conducting virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets	8% survey response 7 Parents attended LCAP meeting Data Year: 2022-23 Data Source: Local Surveys and Sign-in sheets	School received 27 survey responses 8 Parents attended LCAP meeting Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets	At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Sign-in sheets and training dates	10% of workshops or parent education classes were conducted this year Data Year: 2022-23 Data Source: Sign-in sheets and training dates	2 parent education workshops or parent education classes were conducted this year Data Year: 2023-24 Data Source: Sign-in sheets and training dates	At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class Data Year: 2023-24 Data Source: Sign-in sheets and training dates

Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure) ALL 88% ELs 88.83% SED on red 88.46% Data Year: 2019-20 Data Source: P-2 Report, SIS	ALL 88% (amended in 2023) ELs 88.25% SED 88.42% Data Year: 2021-22 Data Source: P-2 Report, SIS	ALL: 88.29% ELs: 89.2% SED: 85.46% Data Year: 2022-23 Data Source: P-2 Report, SIS	ALL: 89.30% Data Year: 2023-24 Data Source: P-2 Report, SIS	Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SED Data Year: 2023-24 Data Source: P-2 Report, SIS
Chronic Absenteeism rate for all students and all numerically significant subgroups	All -13.3% EL – 10.9% Hipanic – 13.6% Socioeconomically Disadvantaged – 13.8% Data Year: 2019-20 Data Source: CA Dashboard	All: 21.5% EL – 23.8% Hispanic – 21.5% Socioeconomically Disadvantaged: 22% Data Year: 2020-21 Data Source: CA Dashboard	All: 48.6% EL: 46.6% Hispanic: 48% Socioeconomically Disadvantaged: 50.5% SWD: 45.7% Data Year: 2021-22 Data Source: CA Dashboard	All: 42.1% EL – 40% Hispanic – 41.5% Socioeconomically Disadvantaged: 48.5% SWD: 56.7% Data Year: 2022-23 Data Source: CA Dashboard	All <10% chronically absent EL <10% chronically absent Hispanic <10% chronically absent Socioeconomically Disadvantaged <10% chronically absent Data Year: 2022-23 Data Source: CA Dashboard
Middle School Dropout Rate	0% Data Year: 2019-20 Data Source: CALPADS 8.1C	0% Data Year: 2020-21 Data Source: CALPADS 8.1C	0% Data Year: 2021-22 Data Source: CALPADS 8.1C	0% Data Year: 2022-23 Data Source: CALPADS 8.1C	Voices will maintain a middle school dropout rate of ≤2% Data Year: 2022-23 Data Source: CALPADS 8.1C

Percentage of Student Suspended for all students and all numerically significant subgroups	All - 0.1% Students with Disabilities 0% Data Year: 2019-20 Data Source: CA Dashboard	All - 0% Students with Disabilities 0% Data Year: 2020-21 Data Source: DataQuest	All: 2.2% EL: 2.4% Hispanic: 2.2% SED: 2% Students with Disabilities: 2.8% Data Year: 2021-22 Data Source: CA Dashboard	All: 0.6% EL: 1.1% Hispanic: 0.6% SED: 0.9% Students with Disabilities: 3.1% Data Year: 2022-23 Data Source: CA Dashboard	Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities Data Year: 2022-23 Data Source: CA Dashboard
Student Expulsion Rate for all students and all numerically significant subgroups	0% Data Year: 2019-20 Data Source: Dataquest	0% Data Year: 2020-21 Data Source: Dataquest	0% Data Year: 2021-22 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest	Maintain a low expulsion rate of ≤1% Data Year: 2022-23 Data Source: Dataquest

% of students grades 4-8 responding favorably to survey Sense of Belonging section*	68% of students grades 4th-5th responded favorably 57% of students grades 6th-8th responded favorably Data Year: 2020-21 Data Source: Panorama	49% of students grades 4th-5th responded favorably 32% of students grades 6th-8th responded favorably Data Year: 2021-22 Data Source: Panorama	Grade 4 and 5 were not surveyed 34% of students grades 6th-8th responded favorably Data Year: 2022-23 Data Source: Panorama	50% of students feel safe at school and on campus (grades 4-5). 55% of students feel safe at school and on campus (grades 6-8). 54% of students feel a sense of belonging in the school community (grades 4-5). 30% of students feel a sense of belonging in the school community (grades 6-8). Data Year: 2023-24 Data Source: Panorama	At least 70% of students respond favorably Data Year: 2023-24 Data Source: Panorama
% of parents/guardians responded favorably to school safety question	88% of parents/guardians responded favorably Data Year: 2020-21 Data Source: Panorama	68% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Panorama	57% of parents/guardians responded favorably Data Year: 2022-23 Data Source: Panorama	63% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Panorama	At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Panorama
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2023-24 Data Source: Local

Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	Good Data Year: 2022-23 Data Source: Local	Good Data Year: 2023-24 Data Source: Local	Good Data Year: 2023-24 Data Source: SARC

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Dean of Culture action was implemented, and the Dean developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was implemented this year and there is room for improvement in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support has been implemented well. The Charter School is looking into a Character Education program to support our core value awards and character traits. Positive behavior has been encouraged, and there needs to be additional staff training on model alignment, trauma informed instruction, DEI, and belonging/school connectedness. The facility action was implemented. Administrative Support Staff action has been fully staffed and training is improving staff capacity.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 3 (Student Success and Positive Behavior Support): Actual expenditures $14,967; Budgeted Expenditures: $13,000. This is an increase of 15% of budgeted expenditure. This action was increased due to the increased cost of celebrations, events, awards, and recognition.

Action 5 (Admin Support Staff): Actual expenditures $87,665; Budgeted Expenditures: $109,677. This is a decrease of 20% of budgeted expenditure. This action was decreased due to vacancies in administrative positions.

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

The Dean of Culture action was effective during the three-year LCAP cycle. The Dean developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was partially effective. There has been improvement in Year 3 and will continue to improve in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support has been partially effective. The program continues to grow and develop. The facility action was partially effective. Administrative Support Staff action has been partially effective based on vacancies and need for training.

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

In 2024-25, Goal 3 has been changed to Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education. The previous Goal 3 has focused on student and parent

and community engagement. In 2024-25, the metrics for have been focused on parent and community engagement to include seeking input, ELAC meetings, family member survey, teacher and staff survey, parent education workshops, and project/portfolio presentations. The actions now focus on supporting the families to include parent and community engagement and advisory, parent academy, and parent communication. The feedback for the educational partners is to focus on getting parents and the community involved in the school community and learning together to better support the academic and social development of their children.

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.

Goal

Goal #	Description
4	**Voices Academy will recruit and maintain highly-qualified teachers who are committed to the Voices vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program	100 % Eligible Teacher complete induction program within eligibility period	100% Eligible Teachers complete induction program Data Year: 2021-22 Data Source: Voices BTSA list	100% Eligible Teachers complete induction program Data Year: 2022-23 Data Source: Local	100% Eligible Teachers complete induction program Data Year: 2023-24 Data Source: Voices Local Data	100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Local
Percentage of properly credentialed teachers	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed.	13.0 FTE 23.1% Clear 38.5% Intern 38.5% Ineffective Data Year: 2020-21 Data Source: Data Quest	15.0 FTE 20.0% Clear 6.7% Intern 73.3% Ineffective Data Year: 2021-22 Data Source: Data Quest	100% teachers with appropriate permit or waiver credential Data Year: 2021-22 Data Source: SARC

Goal Analysis

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

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

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Induction Program was implemented, but most teachers are completing an internship and are not ready for the Induction Program. Credential Monitoring was implemented well this year. The network is properly monitoring credentials and ensuring teachers have an STP or PIP or passing tests to receive their CLEAR credential. Highly Qualified Teachers action was implemented despite the shortage of teachers in the State and the Nation. Only teachers who have their CLEAR credentials are considered effective and this takes up to five years of teaching to complete. Summer Professional Development was implemented. School Leader Training on EL Practices was not fully

implemented. There were some networkwide training, but there needs to be more training. School Leaders will continue CEEL Servant Leadership.

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.

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Induction Program): Actual expenditure $7,000; Budgeted Expenditure $10,500. This is a decrease of 33% of budgeted expenditure. This action was decreased because there were only two teachers who were eligible for the Induction Program.

Action 2 (Credential Monitoring): Actual expenditure: $16,848, Budget Expenditure $14,910. This is an increase of 13% of budgeted expenditure. This action was increased due to increased staffing costs and credentials.

Action 3 (Highly Qualified Teachers): Actual expenditure: $203,945; Budget Expenditure $584,059. This is a decrease of 65% of budgeted expenditure. This action was decreased because of teacher vacancies and reduced costs based on teacher experience and education.

Action 4 (Summer Professional Development): Actual expenditure: $0; Budget Expenditure $5,880. This is a decrease of 100% of budgeted expenditure. This action was decreased because it was included in network costs.

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

The Induction Program was effective for the teachers who are ready to complete the Induction Program during the three-year LCAP cycle. Credential Monitoring was partially effective during the three-year cycle but improved in Year 3. Highly Qualified Teachers action was partially effective because it takes teachers up to five years of teaching to complete their CLEAR credential. Summer Professional Development was partially effective. School Leader Training on EL Practices was partially effective because there were some networkwide training, but there needs to be more training.

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

In 2024-25, Goal 4 was eliminated and the focus on credentialed teachers and professional development were moved to Goal 1.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Mount Pleasant	Mari DeGutierrez Principal	mdegutierrez@voicescharterschool.com 408-571-6404

Plan Summary 2024-25

General Information

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

Voices College-Bound Language Academy at Mount Pleasant ("Voices") is an independent TK-8 public charter school in San Jose founded in 2015 authorized by Santa Clara County Office of Education. Voices College-Bound Language Academies provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. The school uses an instructional approach that is based on inquiry and project-based learning. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

Mission

Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: “Yes we can.” These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak’ech: This Mayan phrase means, “I am you, you are me.” We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship promotes a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 286 students with diverse needs and backgrounds: 64% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 54.5% of students were English Learners (“ELs”); 11.19% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 8.7% of students with disabilities (“SWD”); 0.3% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (98.6%), White (0.3%), African American/Black (0.3%), and Two or More Races (0.7%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices’ parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee (“ELAC”) which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the

year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Very Low” – 74.8 points below standard, declined 14.4 points. The following subgroups were “Very Low” – English Learners – 91.1 points below standard, declined 15.2 points, Hispanic/Latinx – 75.2 points below standard, declined 15.5 points; and Socioeconomically Disadvantaged- 76.2 points below standard, declined 9.3 points. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance was Overall “Low” – 93.6 points below standard, declined 10.8 points. The following subgroups were “Very Low”: English Learners – 102 points below standard, declined 10.6 points, and Socioeconomically Disadvantaged- 104.8 points below standard, declined 17.3 points. The following subgroup was "Low": Hispanic/Latinx – 93.2 points below standard, declined 11.8 points. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2023 Dashboard indicates that 33.9% of English Learners made progress toward English Language proficiency or a performance color of “Very Low” which is a decline of 8.5%. Students have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “Medium” – 42.1% chronically absent, declined 6.5%. The following subgroup was “Very High” - Students with Disabilities, 56.7% chronically absent, increased 11%. The following subgroup was “High” - Socioeconomically Disadvantaged, 48.5% chronically absent, declined 2%. The following subgroups were “Medium” - English Learners – 40% chronically absent, declined 6.6%, and Hispanic/Latinx –41.5% chronically absent, declined 6.5%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx students, ELs, SWD, and SED students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to

ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0.6% of students were suspended at least one day, declined 1.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- Hispanic/Latinx – 0.6% were suspended at least one day, declined 1.6% and Socioeconomically Disadvantaged – 0.9% of students were suspended at least one day, declined 1%. The following subgroup was "Low" English Learners – 1.1% suspended at least one day, declined 1.3%. The following subgroup was "High" Students with Disabilities – 3.1% were suspended at least one day, increased 0.3%. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports ("PBIS") especially for SWD.

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and specifically for Students with Disabilities. Based on the 2022 and 2023 Dashboards , Voices was in Additional Targeted Support and Improvement ("ATSI") for SWD. This is based on the chronic absenteeism rate for SWD which has remained in the "Very High" performance level for 2022 and 2023 Dashboards. Voices will focus specifically on decreasing Chronic Absenteeism for all students and especially for SWD by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.

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.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Support for Identified Schools

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

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

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
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. 1/16/24, 3/11/24 Additionally, staff surveys were used to inform the LCAP. Fall Pre-Survey – 11/20-12/6/23; Spring Post-Survey – 4/9-24/24
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during Community Meetings called LCAP Engagement. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP. Fall Pre-Survey – 11/20-12/6/23; Spring Post-Survey – 4/9-24/24
Students	Engaged in collecting feedback on the goals and actions with middle school students. 5/23/24
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24 The Executive Director responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24 The Executive Director responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/23/24 The Executive Director responded to all comments in writing.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 6/3/24
Public Comment	6/18-23/24 the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/11/24 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24 that the Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

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

The adopted LCAP was influenced by the feedback provided by educational partners by ensuring that the three goals are supported by actions to include Student Achievement, Student Engagement, and Parent and Community Engagement. One key metric was added which included a Spanish Language Assessment. The actions include support for SWD and ELs. The contributing actions include support for SED students, ELs, and FY. The feedback was to focused on academic interventions, social emotional support, and active parents and community members. The goals and actions support the whole child and ensures that every child can reach their potential.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.**	**Broad**

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall "Very Low," the following subgroups were "Very Low" – English Learners, Hispanic/Latinx, and Socioeconomically Disadvantaged. The 2023 Dashboard indicates the Math performance was Overall "Low," the following subgroups were "Very Low": English Learners and Socioeconomically Disadvantaged. The following subgroup was "Low": Hispanic/Latinx. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State. The 2023 Dashboard indicates that 33.9% of English Learners made progress toward English Language proficiency or a performance color of "Very Low."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	15.0 FTE 20.0% Clear 6.7% Intern 73.3% Ineffective Data Year: 2021-22 Data Source: Data Quest			70% Clear 30% Intern 30% Ineffective Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -74.8 HISP: -75.2 SED: -76.2 EL: -91.1 SWD: Too Few Percent Meets and Exceeds: Overall: 17.81% HISP: 18.02% SED: 17.09% EL: 7.45% SWD: 15.00% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: -14.8 HISP: -15.2 SED: -16.2 EL: -31.1 SWD: TBD Percent Meets or Exceeds: Overall: 32.81% HISP: 33.02% SED: 32.09% EL: 22.45% SWD: 30.00% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -93.6 HISP: -93.2 SED: -104.8 EL: -102 SWD: Too Few Percent Meets or Exceeds: Overall: 13.56% HISP: 13.63% SED: 10.92% EL: 10.31% SWD: 31.58% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: -22.9 HISP: -21.5 SED: -27.5 EL: -31.4 SWD: TBD Percent Meets or Exceeds: Overall: 28.56% HISP: 28.63% SED: 25.92% EL: 25.31% SWD: 46.58% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Overall: 4.44% HISP: 4.54% SED: 3.23% EL: 0% SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: 19.44% HISP: 19.54% SED: 3.23% EL: 15% SWD: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	15% Proficient ANET 49 % of students met growth target MAP Data Year: 2023-24 Data Source: Local Data			50% Proficient ANET 50% of students met growth target MAP Data Year: 2023-24 Data Source: Local Data	
1.8	SLA Local Assessment - TBD	Baseline Data Year: 2024-25 Data Source: Local Data			To be Determined	
1.9	Math Local Assessment –MAP	12% Proficient ANET 65% students met growth target MAP Data Year: 2023-24 Data Source: Local Data			50% Proficient ANET No Data 50% of students met growth target Data Year: 2023-24 Data Source: Local Data	
1.10	EL students making progress toward English Proficiency	ELPI is Very Low for 2023 ELPI is 33.9% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	

1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	$1,079,683	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation the high-quality curriculum which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	$56,500	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	$123,178	Yes

1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Special attention will be paid to SWD with poor attendance and behavioral issues. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$595,869	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values	$55,500	Yes

		• Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue SEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		
1.6	Technology Infrastructure and Support	Provide a robust technological infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$76,670	No

1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, Achievement Networks, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Dreambox, Achieve3000, Smarty Ants, Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	$21,700	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teachers on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	$266,262	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$293,524 Title I	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	$106,531	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program for the identified students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/SLA/Literacy and Math through project based learning and field trips.	$579,577	Yes
1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	$385,998	No

Goal 2

Goal #	Description	Type of Goal
2	**Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.**	**Broad**

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 89.30%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “Medium” with the following subgroup was “Very High” -Students with Disabilities, the following subgroups was “High” - Socioeconomically Disadvantaged, and the following subgroups were “Medium” - English Learners and Hispanic/Latinx.

The 2023 Dashboard indicates the Suspension Rate was Overall “Very Low” with the following subgroups as “High” Students with Disabilities, the following subgroup was “Low”- English Learners, and the following subgroups were “Very Low” - Socioeconomically Disadvantaged and Hispanic/Latinx.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	
2.2	Attendance Rate	89.30% Data Year: 2023-24 Data Source: P-2 Report			≥96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 42.1% HISP: 41.5% EL: 40% SED: 48.5% SWD: 56.7% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	

2.5	Suspension Rate	All: 0.6% HISP: 0.6% EL: 1.1% SED: 0.9% SWD: 3.1% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	
2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	

2.8	Student Surveys on the sense of safety and school connectedness	50% of students feel safe at school and on campus (grades 4-5). 55% of students feel safe at school and on campus (grades 6-8). 54% of students feel a sense of belonging in the school community (grades 4-5). 30% of students feel a sense of belonging in the school community (grades 6-8). Data Year: 2023-24 Data Source: Local Data			60% of students feel safe at school and on campus (grades 4-5). 65% of students feel safe at school and on campus (grades 6-8). 65% of students feel a sense of belonging in the school community (grades 4-5). 50% of students feel a sense of belonging in the school community (grades 6-8). Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	$45,000	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	$3,120	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	$47,000	Yes
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	$1,015,796	No

2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	$10,500	Yes
2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$3,000	No

2.7	Enrichment Activities and Advisory Curriculum	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	$20,000	No
2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	$5,000	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	$100,460	Yes

2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	$103,206	Yes

Goal 3

Goal #	Description	Type of Goal
3	**Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.**	**Broad**

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	
3.2	English Learner Advisory Committee	4 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	
3.3	Family Member Survey	63% of family members feel their children are safe at school. 84% of family members feel connected to the school (Sense of Belonging). 80% of family members feel welcome at the school. Data Year: 2023-24 Data Source: Local Data			85% of family members feel their children are safe at school. 90% of family members feel connected to the school (Sense of Belonging). 90% of family members feel welcome at the school. Data Year: 2026-27 Data Source: Local Data	

3.4	Teacher and Staff Survey	61% of Staff feel the relationships between staff and students are respectful. 78% of Staff feel there is a positive working environment. 60% of Teachers feel the relationships between staff and students are respectful. 80% of Teachers feel there is a positive working environment. 60% of Teachers feel the school has been supportive of professional growth. Data Year: 2023-24 Data Source: Local Data			85% of Staff feel the relationships between staff and students are respectful. 85% of Staff feel there is a positive working environment. 85% of Teachers feel the relationships between staff and students are respectful. 85% of Teachers feel there is a positive working environment. 85% of Teachers feel the school has been supportive of professional growth. Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	2 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	4 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

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

To be completed in 2025

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.

To be completed in 2025

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 and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	$5,000	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	$5,000	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	$16,000	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$845,146	$87,749

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
31%	0%	$0	31%

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 #(s)	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
1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Very Low” – 74.8 points below standard, declined 14.4 points. The following subgroups were “Very Low” – English Learners – 91.1 points below standard, declined 15.2 points, Hispanic/Latinx – 75.2 points below standard, declined 15.5 points; and Socioeconomically Disadvantaged- 76.2 points below standard, declined 9.3 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 93.6 points below standard, declined 10.8 points. The following subgroups were “Very Low”: English Learners – 102 points below standard, declined 10.6 points, and Socioeconomically Disadvantaged- 104.8 points below standard, declined 17.3 points. The following subgroup was "Low": Hispanic/Latinx – 93.2 points below standard, declined 11.8 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 42.1% chronically absent, declined 6.5%. The following subgroup was "Very High" -Students with Disabilities, 56.7% chronically absent, increased 11%. The following subgroup was "High" - Socioeconomically Disadvantaged, 48.5% chronically absent, declined 2%. The following subgroups were "Medium" - English Learners – 40% chronically absent, declined 6.6%, and Hispanic/Latinx –41.5% chronically absent, declined 6.5%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0.6% of students were suspended at least one day, declined 1.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- Hispanic/Latinx – 0.6% were suspended at least one day, declined 1.6% and Socioeconomically Disadvantaged – 0.9% of students were suspended at least one day, declined 1%. The following subgroup was "Low" English Learners – 1.1% suspended at least one day, declined 1.3%. The following subgroup was "High" Students with Disabilities – 3.1% were suspended at least one day, increased 0.3%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

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
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

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.

Not Applicable

Additional Concentration Grant Funding

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

Not 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	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,171,045.00	$ 2,528,861.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 7,975	$ 6,000
1	2	ELPAC Administration	Yes	$ 2,000	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 23,160	$ 18,957
2	2	Standards Aligned Core Curriculum	No	$ 16,000	$ 6,537
2	3	Staff Coaching Support	Yes	$ 265,945	$ 222,452
2	4	Associate teachers (Title 1 & LCFF S&C)	Yes	$ 238,851	$ 252,700
2	5	Technology and programs for adaptive intervention programs	Yes	$ 101,152	$ 63,245
2	6	Formative Assessment Programs	No	$ -	$ -
2	7	Student Services Manager	No	$ 105,402	$ 101,584
2	8	LAS Links administration	No	$ 2,300	$ 1,811
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 518,969	$ 414,010
3	1	Dean of Culture	Yes	$ 105,935	$ 98,111
3	2	Enrichment Activities and Advisory Curriculum	No	$ 43,515	$ 43,462
3	3	Student Success and Positive Behavior Support	Yes	$ 13,000	$ 14,967
3	4	Facility Maintanence	No	$ 976,815	$ 942,567
3	5	Admin Support Staff	No	$ 109,677	$ 87,665
4	1	Induction Program	No	$ 10,500	$ 7,000
4	2	Credential Monitoring	No	$ 14,910	$ 16,848
4	3	Highly Qualified teachers	No	$ 584,059	$ 203,945

4	4	Summer Professional Development	No	$ 5,880	$ -
4	5	School Leader Training	No	$ 25,000	$ 25,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 670,673	$ 1,024,374	$ 842,990	$ 181,384	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Systematic ELD and SIOP Teacher Training	Yes	$ 7,975	$ 6,000.00	0.00%	0.00%
1	2	ELPAC Administration	Yes	$ 2,000	$ 2,000.00	0.00%	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 23,160	$ 18,957.00	0.00%	0.00%
2	2	Standards Aligned Core Curriculum	No	$ -	$ -	0.00%	0.00%
2	3	Staff Coaching Support	Yes	$ 265,945	$ 222,452.00	0.00%	0.00%
2	4	Associate teachers (Title 1 & LCFF S&C)	Yes	$ 71,655	$ 85,504.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 75,952	$ 38,045.00	0.00%	0.00%
2	6	Formative Assessment Programs	No	$ -	$ -	0.00%	0.00%
2	7	Student Services Manager	No	$ -	$ -	0.00%	0.00%
2	8	LAS Links administration	No	$ -	$ -	0.00%	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 518,969	$ 414,010.00	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 53,718	$ 49,055.00	0.00%	0.00%
3	2	Enrichment Activities and Advisory Curriculum	No	$ -	$ -	0.00%	0.00%
3	3	Student Success and Positive Behavior Support	Yes	$ 5,000	$ 6,967.00	0.00%	0.00%
3	4	Facility Maintanence	No	$ -	$ -	0.00%	0.00%
3	5	Admin Support Staff	No	$ -	$ -	0.00%	0.00%
4	1	Induction Program	No	$ -	$ -	0.00%	0.00%
4	2	Credential Monitoring	No	$ -	$ -	0.00%	0.00%
4	3	Highly Qualified teachers	No	$ -	$ -	0.00%	0.00%
4	4	Summer Professional Development	No	$ -	$ -	0.00%	0.00%
4	5	School Leader Training	No	$ -	$ -	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ 670,673	0.00%	0.00%	$ 842,990	0.00%	0.00%	$ -	0.00%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 2,710,798	$ 845,146	31.177%	0.000%	31.177%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,765,046	$ 1,099,843	$ -	$ 155,185	$ 5,020,074.00	$ 3,117,555	$ 1,902,519

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	Appropriately Staff School	All	No	Schoolwide	N/A	Voices	2024-25	$ 1,079,683	$ -	$ 1,079,683	$ -	$ -	$ -	$ 1,079,683	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 56,500	$ 56,500	$ -	$ -	$ -	$ 56,500	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2024-25	$ 113,978	$ 9,200	$ 104,476	$ -	$ -	$ 18,702	$ 123,178	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2024-25	$ 463,728	$ 132,141	$ 306,863	$ 245,238	$ -	$ 43,768	$ 595,869	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 55,500	$ 55,500	$ -	$ -	$ -	$ 55,500	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2024-25	$ 18,670	$ 58,000	$ 76,670	$ -	$ -	$ -	$ 76,670	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 21,700	$ 21,700	$ -	$ -	$ -	$ 21,700	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2024-25	$ 266,262	$ -	$ 266,262	$ -	$ -	$ -	$ 266,262	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 293,524	$ -	$ 200,809	$ -	$ -	$ 92,715	$ 293,524	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 106,531	$ -	$ 106,531	$ -	$ -	$ -	$ 106,531	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 141,719	$ 437,858	$ 103,085	$ 476,492	$ -	$ -	$ 579,577	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2024-25	$ 385,998	$ -	$ 385,998	$ -	$ -	$ -	$ 385,998	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 3,120	$ 3,120	$ -	$ -	$ -	$ 3,120	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 47,000	$ 47,000	$ -	$ -	$ -	$ 47,000	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2024-25	$ 43,796	$ 972,000	$ 687,683	$ 328,113	$ -	$ -	$ 1,015,796	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 10,500	$ 10,500	$ -	$ -	$ -	$ 10,500	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 100,460	$ -	$ 50,460	$ 50,000	$ -	$ -	$ 100,460	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 103,206	$ -	$ 103,206	$ -	$ -	$ -	$ 103,206	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 16,000	$ 16,000	$ -	$ -	$ -	$ 16,000	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,710,798	$ 845,146	31.177%	0.000%	31.177%	$ 853,267	0.000%	31.477%	Total:	$ 853,267
								LEA-wide Total:	$ -
								Limited Total:	$ 104,476
								Schoolwide Total:	$ 748,791

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	Appropriately Staff School	No	Schoolwide		Voices	$ -	0.000%
1	2	Implementation of Core Curriculum	No	Schoolwide		Voices	$ -	0.000%
1	3	Support for English Learners	Yes	Limited	English Learners	Voices	$ 104,476	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 55,500	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 21,700	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 200,809	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ 106,531	0.000%
1	11	After School Program and Summer School	Yes	Schoolwide	All	Voices	$ 103,085	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 45,000	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 47,000	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 10,500	0.000%
2	6	Attendance Support	No	Schoolwide		Voices	$ -	0.000%
2	7	Enrichment Activities and Advisory Curricul	No	Schoolwide		Voices	$ -	0.000%
2	8	Middle School Culture	No	Schoolwide		Voices	$ -	0.000%
2	9	Dean of Culture	Yes	Schoolwide	All	Voices	$ 50,460	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 103,206	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 5,000	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive Voicess budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit Voicesion 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 Voicesion or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

West contra Costa (WCC) Review of Local Indicators and 24-25 LCAP Approval

Section:	III. 24-25 Local Indicators Review and LCAP Approval
Item:	D. West contra Costa (WCC) Review of Local Indicators and 24-25 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	Voices WCC Local Indicators 24.pdf Voices West Contra Costa Final LCAP 2024 Combined (1).pdf

California Department of Education
January 2024

Local Performance Indicator Quick Guide

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators

Voices WCC 24

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards		2			
History-Social Science		2			

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science		2			

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science	1				

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	N/A	N/A	N/A	N/A	N/A
Health Education Content Standards	N/A	N/A	N/A	N/A	N/A
Physical Education Model Content Standards	1	N/A	N/A	N/A	N/A
Visual and Performing Arts		2			
World Language	N/A	N/A	N/A	N/A	N/A

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Voices WCC started the year with a new Leadership Team including Principal, Dean of Culture, Student Services Manager, Business Manager and Instructional Coach. This new team prioritized relationship building with staff and parents/guardians to promote a more welcoming environment. Communication to staff and parents/guardians improved significantly. ELAC meetings, Cafecitos and parent/guardian workshops were conducted; giving parents/guardians a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. All materials are provided in English and Spanish. These

meetings are hosted by Voices and stakeholder feedback is collected. In addition many activities and events were coordinated with parents/guardians and students, resulting in an increase in participation and involvement by the whole community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Voices WCC will continue to focus on increasing attendance at ELAC, Cafecitos and Workshops pushing out invites through ParentSquare as well as having the Principal and Dean of Culture make calls home to encourage more relationship building. In addition to verbal communication, Voices WCC will use visual displays in heavily trafficked school areas and print small fliers to distribute to families during dismissal. Building strong relationships with staff and families includes training teachers on parent-teacher conferences and how to communicate with parents regularly. Voices WCC will encourage families to attend Plazas (student assemblies). Voices WCC will continue to conduct school-wide events for both students and families to attend with opportunities for families to support in the planning; including Dia de los Muertos, Dia del Nino, a Multicultural Week, just to name a few.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Voices WCC will focus on different approaches when reaching out to our families. Approaches include continuing to provide materials in English, Spanish and additional languages as needed such as Portuguese, proactively making phone calls from school leadership, pushing Parent Square Messaging and conducting in-person meetings. Voices will also use these various communication channels to convey information on resources and support families with connecting to these resources. Additionally, Voices will continue to work with school staff and teachers to understand the importance of accessible and equitable communication with our families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   This year, Voices WCC was able to partner with the Boys and Girls Club, Art in Action, and the San Francisco Opera. The Boys and Girls Club partnership allows our school site to receive support with our enrichment block and provides an expanded learning opportunity through their after-school program. This enables Voices WCC students to build rapport/relationship with the staff, which contributes to greater student outcomes. The Art in Action Program is rooted in the National Core Arts Standards. For our enrichment block, Voices WCC partnered with the San Francisco Opera who provided a Social Justice program to our 4th and 5th grade students. Students wrote their own original material based on an issue important to them. The play was performed for the entire student body and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Voices WCC will start the year with a Parent/Guardian Education Workshop calendar to provide families with resources and guidance on how to support their student and partner and collaborate with the school.

Families would like more opportunities for enrichment activities outside of what is currently offered. Voices WCC will continue to focus on student wellbeing by supporting them to build coping skills. Voices WCC will institute advisory for middle school students and an SEL curriculum.

Voices will also provide additional academic support for students to mitigate learning loss. Besides academic intervention in the classrooms, teachers will provide after school tutoring support to students in 3rd to 8th grade.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Voices WCC will focus on different approaches when reaching out to our families. Approaches include continuing to provide materials in English, Spanish and additional languages as needed such as Portuguese, proactively making phone calls from school leadership, pushing Parent Square Messaging and conducting in-person meetings. Voices will also use these various communication channels to convey information on resources and support families with connecting to these resources. Additionally, Voices will continue to work with school staff and teachers to understand the importance of accessible and equitable communication with our families.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   In addition to Voices WCC's stakeholder engagement in ELAC meetings, Cafecitos (Principal's Coffee) and Parent Leadership meetings, where feedback is collected, Voices utilizes Network-wide staff, student and family surveys utilizing Panorama, a third party. These surveys are conducted twice a year and are used for planning. Voices WCC will continue to use these in the 24-25 school year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Voices WCC will focus on seeking family input through Cafecitos, ELAC meetings and Parent Leadership meetings in addition to administering questionnaires regarding enrichment activities and family events to garner input on areas of interest and to promote parent/guardian collaboration, partnership and engagement. Voices WCC will also seek

family input in ways to motivate parent/guardian participation in the family-schools relationship survey conducted twice a year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Voices WCC will focus on different approaches when reaching out to our families. Approaches include continuing to provide materials in English, Spanish and additional languages as needed, such as Portuguese, proactively making phone calls from school leadership, utilizing Parent Square Messaging and conducting in-person meetings. Voices WCC will also use these various communication channels to convey information on resources and support families with connecting to these resources. Additionally, Voices WCC will continue to work with school staff and teachers to understand the importance of accessible and equitable communication with our families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

> **Prompt 1 (DATA)**: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.
>
> **Prompt 2 (MEANING)**: Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.
>
> **Prompt 3 (USE)**: Describe any changes to existing plans, policies, or procedures

that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response

On the 23-24 Spring Panorama Survey, 87% of students in fourth through fifth grade indicated a positive response towards having Supportive Relationships with a teacher or other adult on campus. Similarly, 79% of sixth and seventh graders reported having Supportive Relationships with a teacher or other adult on campus. Only 57% of fourth through fifth graders indicated they were successfully able to navigate challenging feelings at school and only 48% of sixth and seventh graders reported they were successfully able to navigate challenging feelings. Additionally, 57% of students in 4th and 5th grade responded favorably to having a sense of belonging and 56% of 6th and 7th graders responded favorably to having a sense of belonging on campus.

Based on the Panorama survey, it is evident that students feel they have strong relationships with the adults on campus and are still working to develop socioemotional skills that will support them in navigating challenging feelings and increasing self-efficacy in the school environment. These trends suggest this should be an area of focus for the coming school year.

In the 24-25 school year, Voices WCC will continue to utilize the school counselor in building socioemotional skills in 1-1 and group settings. Voices WCC also hopes to increase the school counselor from .5 FTE to possibly .75 or 1 FTE in 24-25 as budget allows. Additionally, Voices WCC will partner with a mental-health provider to support students with lessons on social skills, conflict resolution, and offer 1-1 and group counseling to supplement socioemotional learning for students with a higher level of need.

Additionally, Voices WCC will work towards adding student-lead clubs that promote interest and foster inclusivity as well as develop advisory programs where students can discuss issues and build a supportive community. Voices WCC will also improve communication between students, parents, and staff with regular feedback sessions including community and restorative circles to help identify ongoing issues and address them promptly. Voices WCC will host more events and activities that celebrate cultural diversity and promote understanding and respect among students. By implementing these strategies and programs, Voices WCC can work towards improving the sense of belonging for all students, creating a more inclusive and supportive school environment.

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Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Response: Voices WCC uses different measures and tools to track progress on the broad course of study including:

- Daily attendance, including attendance in middle schools blocks
- Daily schedules for grades K-6
- Pacing calendars for math and ELA curriculum
- Trackers for meeting the instructional minutes for students with special needs
- Regular principal network walkthroughs to monitor implementation of academic program
- Academic weekly data tracking to measure success of implemented course of studies in math and ELA
- Academic lesson internalization and tracking
- Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

2.Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Response: All students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices WCC implements a full inclusion model for students with special needs. Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English and Spanish Language Arts nonfiction and fiction passages.

3.Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Response: Voices WCC offers a broad course of study to all students currently, but we are always looking to improve. Our current focus continues to be on setting our professional learning community norms and practices and systems, in addition to laying a foundation for our lesson internalization and data analysis mindsets and procedures so they lead to improved student outcomes in math, ELD and ELA. Next year Voices WCC will be able to engage our Professional Learning Community in understanding a new Spanish language arts curriculum. Challenges that Voices WCC has overcome include staffing challenges. We work hard to find bilingual, credentialed teachers and substitutes, and have filled in our positions successfully. However, it does take time to recruit, onboard, train and place a strong bilingual teacher in every classroom. This year, Voices WCC was able to improve our onboarding processes for mid-year hires.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Response: Next year, we will focus on these initiatives:

- Sense of Belonging: Making sure Voices WCC students continue to feel safe and supported so that they are in attendance and have access to a broad course of study.
- Spanish Language Arts: Voices WCC is moving from teacher-created curriculum to a published curriculum to support teachers with internalizing lessons.
- Other curriculum: Voices WCC will explore new curricula in other subject areas in specific grades.
- Simplifying assessment: Voices is paring down our assessments so we respond to the data we collect in a timely manner. We aim to bring cohesion to all of our systems, and one step is to strengthen our assessment cycles based on teacher feedback and student data.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

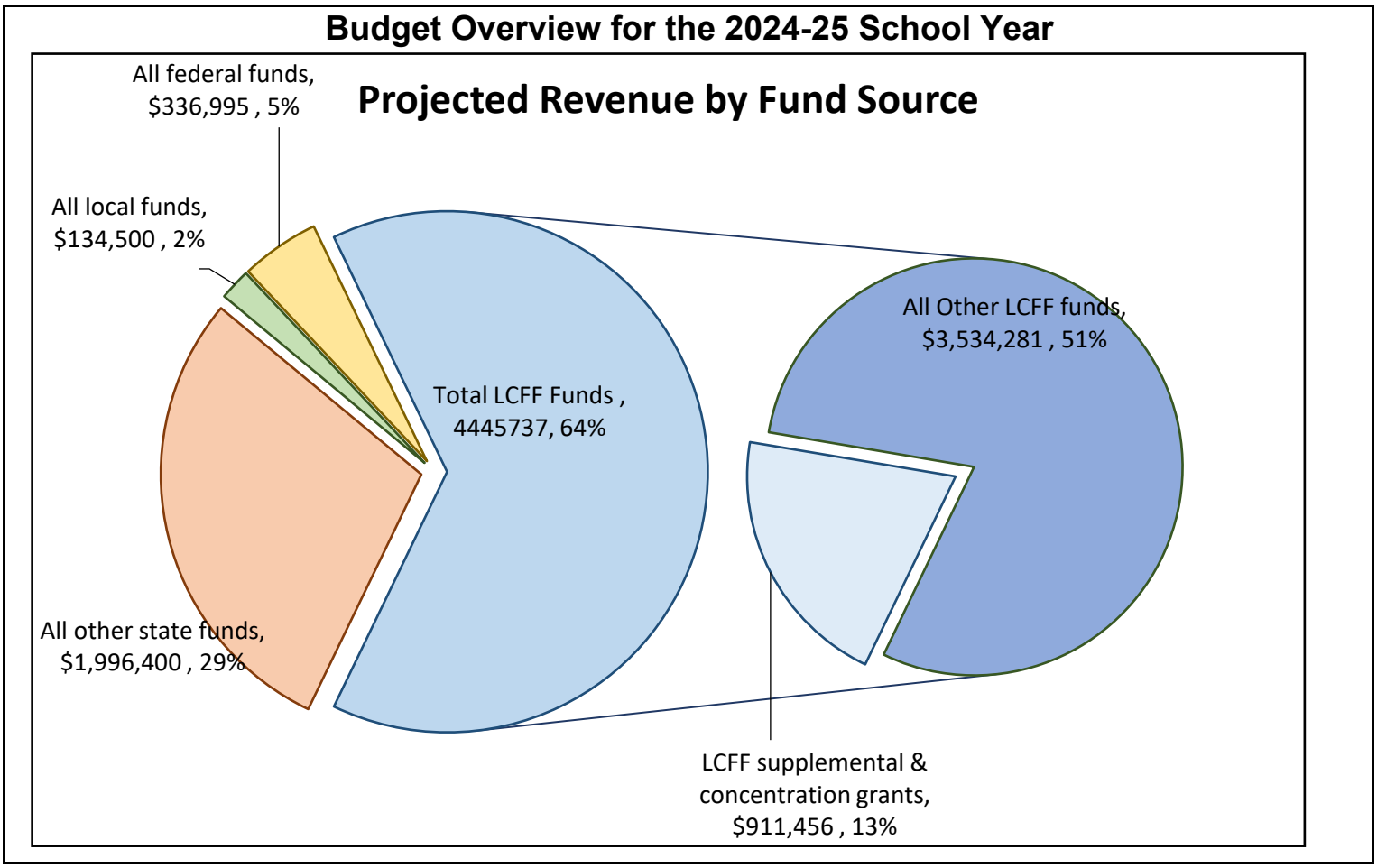
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at West Contra Costa

CDS Code: 7617960136903

School Year: 2024-25

LEA contact information: Keri Syzmanski, Principal ksyzmanski@voicescharterschool.com (510) 480-0540

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).

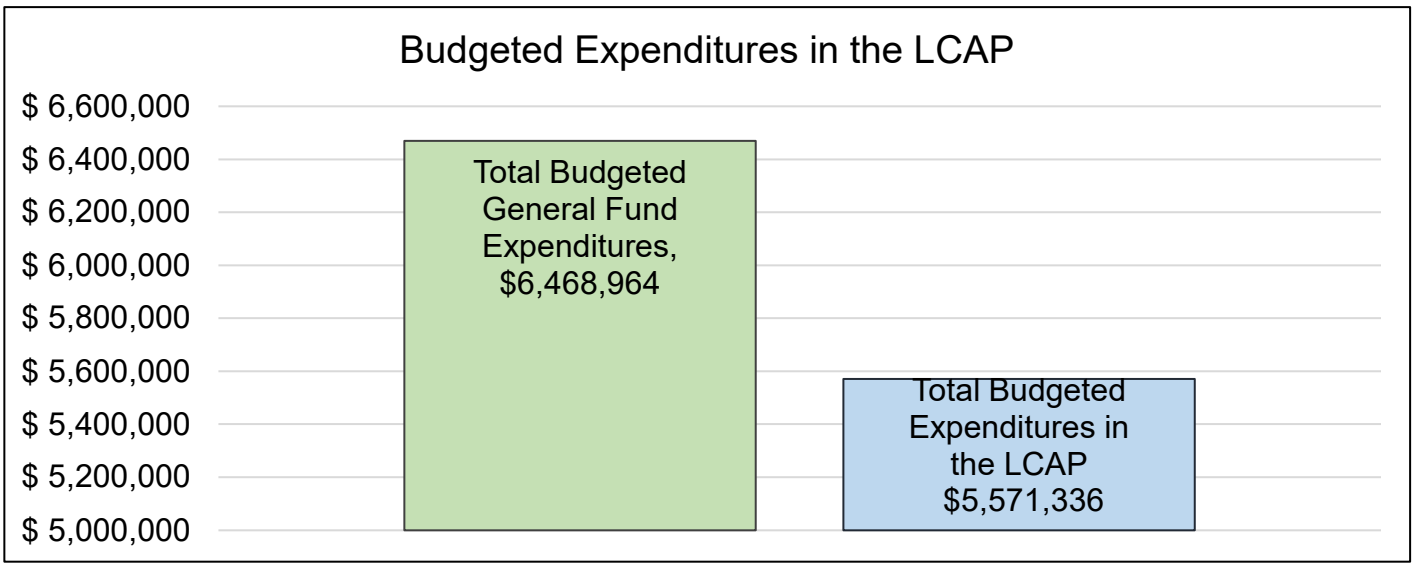


This chart shows the total general purpose revenue Voices College-Bound Language Academy at West Contra Costa expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at West Contra Costa is $6,913,632.00, of which $4,445,737.00 is Local Control Funding Formula (LCFF), $1,996,400.00 is other state funds, $134,500.00 is local funds, and $336,995.00 is federal funds. Of the $4,445,737.00 in LCFF Funds, $911,456.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy at West Contra Costa plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at West Contra Costa plans to spend $6,468,964.00 for the 2024-25 school year. Of that amount, $5,571,336.00 is tied to actions/services in the LCAP and $897,628.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

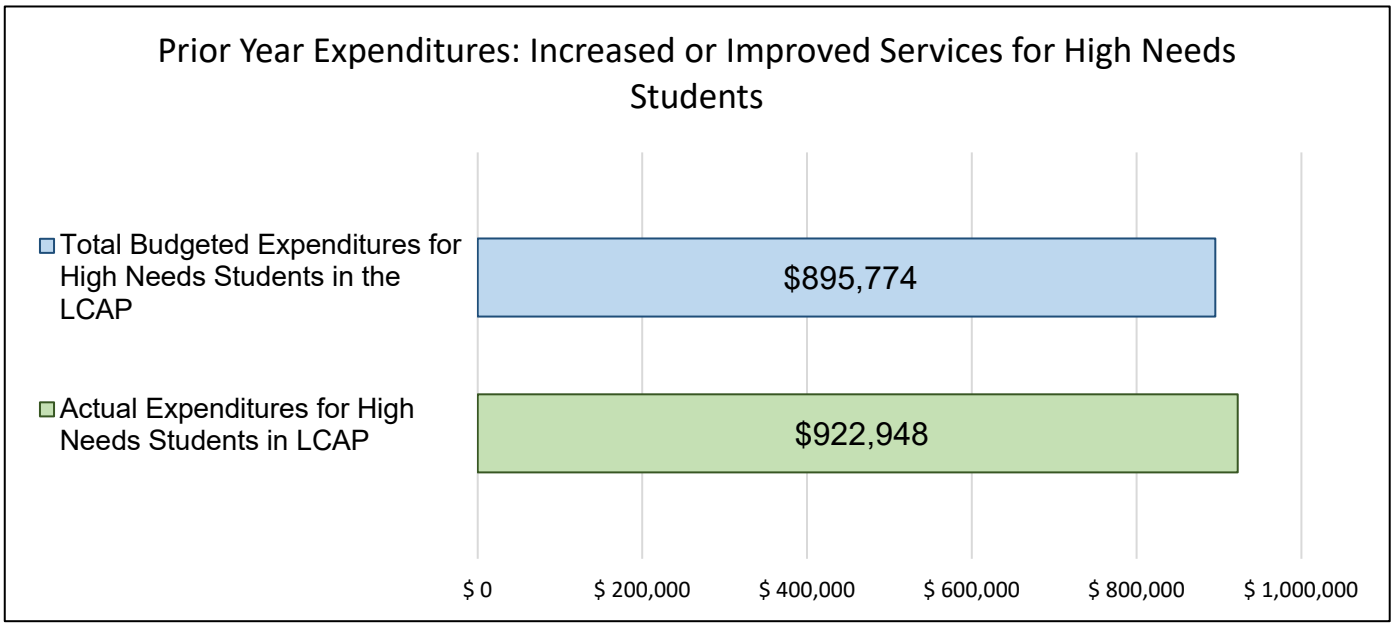
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Voices College-Bound Language Academy at West Contra Costa is projecting it will receive $911,456.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at West Contra Costa must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at West Contra Costa plans to spend $921,187.00 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 2023-24



This chart compares what Voices College-Bound Language Academy at West Contra Costa budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at West Contra Costa estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Voices College-Bound Language Academy at West Contra Costa's LCAP budgeted $895,774.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at West Contra Costa actually spent $922,948.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa	Keri Syzmanski Principal	ksyzmanski@voicescharterschool.com (510) 480-0540

Goals and Actions

Goal

Goal #	Description
1	**Promote the achievement of all students, and particularly English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in Voices' dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard-Academic Indicator **English Language Arts** average scale score **distance from standard** for all students and all numerically significant subgroups	Baseline set in Year 2	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	**All Students** – 45 points below **Hispanic** – 48.4 points below **English Learners -** 60.3 points below **Socioeconomically Disadvantaged** – 53.3 points below Data Year: 2021-22 Data Source: CAASPP results	**All Students** – 54.7 points below **Hispanic** – 57.7 points below **English Learners -** 59.1 points below **Socioeconomically Disadvantaged** – 60 points below Data Year: 2022-23 Data Source: CAASPP results	All Students - 4 points above Hispanic - 3 points above English Learners - 2 points above Socioeconomically Disadvantaged - 2 points above Students with Disabilities – Too Few Data Year: 2022-23 Data Source: CA Dashboard

CA School Dashboard- Academic Indicator **Math** average scale score **distance from standard** for all students and all numerically significant subgroups	Baseline set in Year 2	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	**All Students** – 60.8 points below **Hispanic** – 63.6 points below **English Learners -** 68.9 points below **Socioeconomically Disadvantaged** – 65.1 points below Data Year: 2021-22 Data Source: CAASPP results	**All Students** – 74.7 points below **Hispanic** – 76.7 points below **English Learners -** 75 points below **Socioeconomically Disadvantaged** – 77.1 points below Data Year: 2022-23 Data Source: CAASPP results	All Students - 4 points above Hispanic - 3 points above English Learners - 2 points above Socioeconomically Disadvantaged - 2 points above Students with Disabilities – Too Few Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **English Language Arts/Literacy** (Overall performance in SBAC) for all students and all numerically significant subgroups	Baseline set in Year 2	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	**All Students**: 34.48% **Hispanic**: 32.53% **English Learners**: 16.98% **Socioeconomically Disadvantaged**: 31.57% **Students with Disabilities**: 41.66% Data Year: 2021-22 Data Source: CAASPP results	Percent Meets and Exceeds: Overall: 27.83% HISP: 27.03% SED: 27.16% EL: 12.90% SWD: 0% Data Year: 2022-23 Data Source: CAASPP results	**All Students** - 35% **Hispanic** - 30% **English Learners** 30% **Socioeconomically Disadvantaged** - 30% **Students with Disabilities** 30% Data Year: 2022-23 Data Source: CAASPP results

CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **Math** (Overall performance in SBAC) for all students and all numerically significant subgroups	Baseline set in Year 2	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	**All Students**: 25.29% **Hispanic**: 22.89% **English Learners**: 11.32% **Socioeconomically Disadvantaged**: 21.06% **Students with Disabilities**: 25% Data Year: 2021-22 Data Source: CAASPP results	Percent Meets or Exceeds: Overall: 23.69% HISP: 22.73% SED: 25.00% EL: 13.12% SWD: 12.5% Data Year: 2022-23 Data Source: CAASPP results	**All Students** - 35% **Hispanic** - 30% **English Learners** 30% **Socioeconomically Disadvantaged** - 30% **Students with Disabilities** 30% Data Year: 2022-23 Data Source: CAASPP results
CA School Dashboard- **English Learner Progress Indicator (ELPI)** The percentage of current English Learner students who **progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4**	60.7% Data Year: 2018-19 Data Source: CA Dashboard	ELPI not reported for 2020-21 40% Students Scored 3 or 4 Data Year: 2020-21 Data Source: ELPAC Summative CA Dashboard	ELPI is Medium for 2022 ELPI is 53.3% Data Year: 2021-22 Data Source: CA Dashboard	ELPI is Low for 2023 ELPI is 46.4% Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard	60% of English language learners progress at least one level or maintain ELPI Level 4 Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard
Percentage of students redesignated Fluent-English Proficient since last census	3.8% reclassification rate Data Year: 2019-20 Data Source: Dataquest	0.9% reclassification rate Data Year: 2020-21 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2021-22 Data Source: Dataquest	Data release delayed by the CDE Internal Data 6.9% Data Year: 2022-23 Data Source: Dataquest	10% reclassification rate Data Year: 2022-23 Data Source: Dataquest

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

SIOP training was provided by the network, but the majority of SIOP and Systematic ELD training occurred on site provided by the Instructional Coach. There is still a need for additional SIOP and Systematic ELD training as the majority of the students are ELs at Voices. The ELPAC was administered very well in 2023-24. This was improved due to the planning of the sequence of the ELPAC administration.

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.

There were no actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The systematic ELD and SIOP teacher training was partially effective during the three-year LCAP cycle because ELs are making slow progress as are all students and other significant subgroups. The ELs declined in CAASPP Math in 2023. The ELPAC administration has been effective, and it has improved over the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2024-25, Goal 1 has been changed to Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. The previous Goal 1 and Goal 2 were combined to focus on student achievement. It has also allowed for the metrics to be streamlined to include all students and significant subgroups to appropriately assigned and fully credentialed teachers, access to standards aligned instructional materials, implementation of standards for all students and enable ELs access to CCSS and ELD standards, SBAC ELA, SBAC Math, CAST Science, ELA Local Assessment (ANET and MAP), Math Local Assessment (ANET and MAP) and SLA Local Assessment (to be determined), English Learner Progress Indicator (“ELPI”), and EL Reclassification Rate. The 2024-25 LCAP removed actions that are requirements like ELPAC administration and recruiting, monitoring, and maintaining highly qualified teachers. The actions in Goal 4 have been included in Goal 1 especially through professional development in the actions (Induction Program, Summer Professional Development, and School Leader Training). The 2024-25 actions in Goal 1 reflect the feedback from educational partners to include staffing the school, implementing core curriculum with fidelity (ELA, SLA, Math, Science, Social Science), support for ELs, support for SWD, rigorous professional development, technology infrastructure and support, academic interventions and supplemental materials, ensuring instructional practices by the Instructional Coach and Principal, associate teachers providing direct services to identified students, having the Student Services Manager ensure a strong MTSS program, effective after school program and summer school, network support infrastructure for transparency, and beginning to integrate a library, computer lab and resource room. The 2024-25 LCAP is strong, and implementation of the actions is attainable.

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.

Goal

Goal #	Description
2	**Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2: % proficient	60% of students proficient Data Year: 2020-21 Data Source: ANET Assessment Data	45% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	42% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	27.78% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	65% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: ANET Assessment Data
Internal ELA Assessment 2-8 in Benchmark 2: % proficient	31% of 2nd graders met Proficiency on interim assessment in ELA Data Year: 2020-21 Data Source: ANET Assessment Data	24% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	21% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	19.77% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	30% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	12% of 3rd and 4th grade students met reached high average scores on MAP ELA Data Year: 2020-21 Data Source: MAP Assessment Data	36% of students met growth target Data Year: 2021-22 Data Source: MAP Assessment Data	25% of students met growth target Data Year: 2022-23 Data Source: MAP Assessment Data	6% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	55% of students meet their growth target Data Year: 2023-24 Data Source: MAP Assessment Data
Math MAP Assessment Growth Goals: % meeting growth goal	No Data Available Data Year: 2020-21 Data Source: MAP Assessment Data	56% of students met growth target Data Year: 2021-22 Data Source: MAP Assessment Data	*23% of students met growth target* Data Year: 2022-23 Data Source: MAP Assessment Data	*44%* of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	55% of students meet their growth goals in math based on MAP math assessment Data Year: 2023-24 Data Source: MAP Assessment Data

% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2020-21 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2022-23 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2020-21 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2022-23 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Curriculum Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list
CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups (added in 2022)	No CAST data for 2021 due to the pandemic related testing disruptions	N/A (metric added in 2022)	**All Students**: 13.33% **Hispanic**: 14.29% **Socioeconomically Disadvantaged**: 14.29% Data Year: 2021-22 Data Source: CAASPP results	**All Students**: 6.67% **Hispanic**: 7.14% **Socioeconomically Disadvantaged**: 8.33% Data Year: 2022-23 Data Source: CAASPP results	**All Students**: 17% **Hispanic**: 18% **Socioeconomically Disadvantaged**: 11% Data Year: 2023-24 Data Source: CAASPP results

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The benchmark assessment licenses and screeners were implemented, but there is a noted discrepancy between the curriculum, standards, and benchmarks. In order to prepare for Charter Renewal, it is important to transition from reliance on the ANET to MAP because MAP is an adopted academic progress indicator to be used in the charter school renewal process by the CDE. There is a strong need for an SLA curriculum in a dual immersion program as well as science and social science curriculum to ensure access to a broad course of study. EL Education needs to be used with fidelity. The implementation of Eureka Math has been better. There are many resources for teachers (Achieve3000, Dreambox, SmartyAnts, etc.) that teachers need additional training to improve the use of these resources. Staff coaching was successfully implemented this year and teachers' skills are steadily improving. The associate teachers were implemented well, and they need to continue to receive professional development. The technology resources were implemented and could be used more effectively to drive instruction. Formative assessment programs was implemented, and the Charter School holds weekly data meetings. The Student Services Manager has been fully staffed and implemented this year, and there was a positive shift in the Special Education department. LAS link administration was implemented successfully. Small class sizes, teacher recruitment, and teacher retention was implemented and there are no teacher vacancies. Some class sizes are large, but most are in the anticipated average small size.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Benchmark Assessments Licenses and Screeners): Actual expenditures $16,960; Budgeted Expenditures: $20,460. This is a decrease of 17% of budgeted expenditure. This action was decreased because the cost of the benchmarks and screeners were on multi-year budgets. Additional focus could have been spent on TK-1 benchmarks and screeners.

Action 2 (Standards Aligned Core Curriculum): Actual expenditures $6,367; Budgeted Expenditures: $5,500. This is an increase of 16% of budgeted expenditure. This action was increased because there were additional instructional materials to support core curriculum.

Action 4 (Associate Teachers): Actual expenditures $269,002; Budgeted Expenditures: $222,319. This is an increase of 21% of budgeted expenditure. This action was increased due to the increase of associate teachers and increased costs of health and welfare benefits.

Action 5 (Technology and programs for adaptive intervention programs): Actual expenditure: $74,318; Budget Expenditure $112,440. This is a decrease of 34% of budgeted expenditure. This action was decreased to because there were multi-year contracts and a limited attempt to replace, add, and upgrade equipment.

Action 6 (Formative Assessment Programs): Actual expenditure: $0; Budget Expenditure $2,000. This is a decrease of 100% of budgeted expenditure. This action was decreased because the teachers conduct formative assessment programs internally. There will be an attempt to use Go Formative and Exit Tickets.

Action 7 (Student Services Manager): Actual expenditure: $94,930; Budget Expenditure $108,972. This is a decrease of 13% of budgeted expenditure. This action was decreased based on experience and education of the individual.

Action 8 (LAS Links Administration): Actual expenditure: $1,316; Budget Expenditure $2,000. This is a decrease of 34% of budgeted expenditure. This action was decreased because the cost of LAS Links was less than expected.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The benchmark assessment licenses and screeners were partially effective during the three-year LCAP cycle, but there is a noted discrepancy between the curriculum, standards, and benchmarks. Standards Aligned core curriculum was partially effective because the EL Education and Eureka Math curriculum was implemented, but the curriculum must be used with fidelity in order to ensure equity among the classes. Voices needs to adopt an SLA curriculum. Middle School has science and social science curriculum, and the elementary uses EL Education and supplements with Mystery Science, Achieve3000, and Newsela. Staff Coaching Support has only been effective in Year 3 because there were vacancies in Year 1 and 2. Associate teachers have been partially effective because there were vacancies in Year 1 and 2. Year 3 the positions have been filled, and the associate teachers need training to provide direct service to students and run small group instruction. Enrichment has been moved to later in the school day. Technology and adaptive intervention programs were partially effective because it is used, but it needs to be used with more fidelity and data analysis to drive instruction. Formative assessment programs was partially effective because they need to be used schoolwide. The Student Services Manager action was partially effective. There needs to be cohesion of this position across the network. The Student Services Manager need to actively collaborate during IPP and data meetings across the network. LAS Links administration is not effective because though the assessment is completed, there is no data sharing, aggregation, or process. Small class sizes, teacher recruitment, and retention action was partially effective. Some classes are large, and there were numerous vacancies and teacher turnover events especially in Year 1 and 2 which improved from Year 2 to Year 3. Voices is a Teach for America school and a training ground for new teachers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2024-25, Goal 2 has been changed to Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. The previous Goal 1 and Goal 2 were combined to focus on student achievement. In 2024-25, the metrics for have been focused on student engagement to include facilities, attendance rate, chronic absenteeism rate, middle school dropout rate, suspension rate, expulsion rate, broad course of study, and student surveys on the sense of safety and school connectedness. The actions now focus on supporting the student and their educational experience to include field trips, student health, school supplies, safe and clean facilities, positive school climate and culture, attendance support, enrichment activities and advisory curriculum, middle school culture, Dean of Culture, and School Counselor. The feedback for the educational partners is to focus on the social emotional health and well-being of students and to ensure that students are engaged and connected to the school community.

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.

Goal

Goal #	Description
3	**Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families responding to survey # of parents attending LCAP meetings	92% survey response. Due to Covid protocols all meeting were conducting virtually Data Year: 2020-21 Data Source: Local Surveys and Sign-in sheets	51.7% survey response Due to Covid protocols all meeting were conducting virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets	13% survey response 20 Parents attended LCAP meeting Data Year: 2022-23 Data Source: Local Surveys and Sign-in sheets	School received 62 survey responses 8 Parents attended LCAP meeting Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets	At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Sign-in sheets and training dates	30% of workshops or parent education classes were conducted this year Data Year: 2022-23 Data Source: Sign-in sheets and training dates	1 parent education workshops or parent education classes were conducted this year Data Year: 2023-24 Data Source: Sign-in sheets and training dates	At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class Data Year: 2023-24 Data Source: Sign-in sheets and training dates

Average daily attendance rates as of **May 2nd** (P2)	ALL 88.05% ELs 89.42% SED on red 88.81% Data Year: 2019-20 (due to pandemic closure) Data Source: P-2 Report, SIS	ALL 86% ELs 84.68% SED 85.28% Data Year: 2021-22 Data Source: P-2 Report, SIS	ALL 87.41% ELs 88.2% SED 88.07% Data Year: 2022-23 Data Source: P-2 Report, SIS	ALL: 90% Data Year: 2023-24 Data Source: P-2 Report, SIS	Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SED Data Year: 2023-24 Data Source: P-2 Report, SIS
Chronic Absenteeism rate for all students and all numerically significant subgroups	All: -22.8% EL: 17% Hispanic: 21.2% Socioeconomically Disadvantaged: 25% Data Year: 2018-19 (due to pandemic closure) Data Source: P-2 Report, SIS	All: 21.8% EL – 19.7% Hispanic – 22.2% Socioeconomically Disadvantaged: 24.7% Data Year: 2020-21 Data Source: CA Dashboard	All: 56.7% EL: 55.4% Hispanic: 57% Socioeconomically Disadvantaged: 59.3% SWD: 65% Data Year: 2021-22 Data Source: CA Dashboard	All: 52.8% EL – 45.8% Hispanic – 53.9% Socioeconomically Disadvantaged: 48.8% SWD: 57.8% Data Year: 2022-23 Data Source: CA Dashboard	All <10% chronically absent EL <10% chronically absent Hispanic <10% chronically absent Socioeconomically Disadvantaged <10% chronically absent Data Year: 2022-23 Data Source: CA Dashboard
Middle School Dropout Rate	N/A	N/A	N/A	0% Data Year: 2022-23 Data Source: CALPADS 8.1C	Voices will maintain a middle school dropout rate of ≤2% Data Year: 2022-23 Data Source: CALPADS 8.1C

Percentage of Student Suspended for all students and all numerically significant subgroups	All: 0% EL: 0% Hispanic: 0% SED: 0% Students with Disabilities: 0% Data Year: 2019-20 Data Source: CA Dashboard	All: 0% EL: 0% Hispanic: 0% SED: 0% Students with Disabilities: 0% Data Year: 2020-21 Data Source: DataQuest	All: 1.3% EL: 2% Hispanic: 1.3% SED: 1.5% Students with Disabilities: 2.5% Data Year: 2021-22 Data Source: CA Dashboard	All: 0% EL: 0% Hispanic: 0% SED: 0% Students with Disabilities: 0% Data Year: 2022-23 Data Source: CA Dashboard	Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities Data Year: 2022-23 Data Source: CA Dashboard
Student Expulsion Rate for all students and all numerically significant subgroups	0% Data Year: 2019-20 Data Source: Dataquest	0% Data Year: 2020-21 Data Source: Dataquest	0% Data Year: 2021-22 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest	Maintain a low expulsion rate of ≤1% Data Year: 2022-23 Data Source: Dataquest

% of students grades 4-8 responded favorably to survey Sense of Belonging	67% of 4th grade students responded favorably Data Year: 2020-21 Data Source: Panorama	50% of 4th and 5th grade students responded favorably Data Year: 2021-22 Data Source: Panorama	49% of students grades 4th & 5th responded favorably 28% of students grades 6th thru 8th responded favorably Data Year: 2022-23 Data Source: Panorama	53% of Students feel safe on campus (grade 4-5). 57% of Students feel a sense of belonging in the school community (grade 4-5). 45% of Students feel safe on campus (grade 6-7). 56% of Students feel a sense of belonging in the school community (grade 6-7). Data Year: 2023-24 Data Source: Panorama	At least 70% of students respond favorably Data Year: 2023-24 Data Source: Panorama
% of parents/guardians responded favorably to school safety question	92% of parents/guardians responded favorably Data Year: 2020-21 Data Source: Panorama	82% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Panorama	73% of parents/guardians responded favorably Data Year: 2022-23 Data Source: Panorama	79% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Panorama	At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Panorama
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2023-24 Data Source: Local

Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	Good Data Year: 2022-23 Data Source: Local	Good Data Year: 2023-24 Data Source: Local	Good Data Year: 2023-24 Data Source: SARC

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Dean of Culture action was implemented, and the Dean has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was implemented this year and there is room for improvement in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support has been implemented well. The Charter School is looking into a Character Education program to support our core value awards and character traits. Positive behavior has been encouraged, and there needs to be additional staff training on model alignment, trauma informed instruction, DEI, and belonging/school connectedness. The facility action was implemented. Administrative Support Staff action has been implemented and training is improving staff capacity.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 2 (Enrichment Activities and Advisory Curriculum): Actual expenditures $46,183; Budgeted Expenditures: $40,000. This is an increase of 39% of budgeted expenditure. This action was increased due to the cost of staff, instructional and enrichment curriculum and materials, and the addition of activities.

Action 4 (Facility Maintenance): Actual expenditures $590,460; Budgeted Expenditures: $745,955. This is a decrease of 21% of budgeted expenditure. This action was decreased based on the reduced need and costs for repairs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Dean of Culture action was partially effective during the three-year LCAP cycle due to leaves of absence. The Dean has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was partially effective. There has been improvement in Year 3 and will continue to improve in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support has been partially effective but there was no principal to implement the process. The program continues to grow and develop. The facility action was partially effective because of the dangerous play structure. Administrative Support Staff action has been effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2024-25, Goal 3 has been changed to Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education. The previous Goal 3 has focused on student and parent

and community engagement. In 2024-25, the metrics for have been focused on parent and community engagement to include seeking input, ELAC meetings, family member survey, teacher and staff survey, parent education workshops, and project/portfolio presentations. The actions now focus on supporting the families to include parent and community engagement and advisory, parent academy, and parent communication. The feedback for the educational partners is to focus on getting parents and the community involved in the school community and learning together to better support the academic and social development of their children.

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.

Goal

Goal #	Description
4	**Voices Academy will recruit and maintain highly-qualified teachers who are committed to the Voices vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program	100 % Eligible Teacher complete induction program within eligibility period	100% Eligible Teachers complete induction program Data Year: 2021-22 Data Source: Voices BTSA list	100% Eligible Teachers complete induction program Data Year: 2022-23 Data Source: Local	100% Eligible Teachers complete induction program Data Year: 2023-24 Data Source: Voices Local Data	100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Local
Percentage of properly credentialed teachers	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed.	8.0 FTE 25% Clear 0% Intern 50% Ineffective 25% Incomplete Data Year: 2020-21 Data Source: Data Quest	10.3 FTE 0% Clear 0% Intern 100% Ineffective Data Year: 2021-22 Data Source: Data Quest	100% teachers with appropriate permit or waiver credential Data Year: 2021-22 Data Source: SARC

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Induction Program was implemented, but most teachers are completing an internship and are not ready for the Induction Program. Credential Monitoring was implemented well this year. The network is properly monitoring credentials and ensuring teachers have an STP or PIP or passing tests to receive their CLEAR credential. Highly Qualified Teachers action was implemented despite the shortage of teachers in the State and the Nation. Only teachers who have their CLEAR credentials are considered effective and this takes up to five years of teaching to complete. Summer Professional Development was implemented. School Leader Training on EL Practices was not fully

implemented. There were some networkwide training, but there needs to be more training. School Leaders will continue CEEL Servant Leadership.

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.

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Induction Program): Actual expenditure $7,000; Budgeted Expenditure $10,500. This is a decrease of 33% of budgeted expenditure. This action was decreased because there were two teachers who were eligible for the Induction Program.

Action 3 (Highly Qualified Teachers): Actual expenditure: $556,532; Budget Expenditure $864,414. This is a decrease of 36% of budgeted expenditure. This action was decreased because of teacher vacancies and reduced costs based on teacher experience and education.

Action 4 (Summer Professional Development): Actual expenditure: $0; Budget Expenditure $4,320. This is a decrease of 100% of budgeted expenditure. This action was decreased because it was included in network costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Induction Program was effective for the teachers who are ready to complete the Induction Program during the three-year LCAP cycle. Credential Monitoring was not effective filling classrooms with highly-qualified teachers over the three-year cycle. Highly Qualified Teachers action was not effective because it takes teachers up to five years of teaching to complete their CLEAR credential and many individuals have not completed their preliminary credential or even education. Summer Professional Development was partially effective. There is no time to build relationships and culture. School Leader Training on EL Practices was partially effective because there were some networkwide training, but there needs to be more training. The focus must be on Academics, Behavior, and Culture.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2024-25, Goal 4 was eliminated and the focus on credentialed teachers and professional development were moved to Goal 1.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa	Keri Syzmanski Principal	ksyzmanski@voicescharterschool.com (510) 480-0540

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at West Contra Costa ("Voices") is an independent TK-6 (expanding to TK-8 by 2025-26) public charter school in Richmond founded in 2018 authorized by West Contra Costa Unified School District. Voices College-Bound Language Academies provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. The school uses an instructional approach that is based on inquiry and project-based learning. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

Mission

Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: “Yes we can.” These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak’ech: This Mayan phrase means, “I am you, you are me.” We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship promotes a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 245 students with diverse needs and backgrounds: 62.9% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 58% of students were English Learners (“ELs”); 6.9% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 12.7% of students with disabilities (“SWD”); 0% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (97.1%), White (0.4%), Asian (1.2%), Filipino (0.5%), and African American/Black (0.4%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices’ parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee (“ELAC”) which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the

year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, SWD, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Low” – 54.7 points below standard, declined 9.7 points. The following subgroups were also “Low” – English Learners – 59.1 points below standard, maintained 1.3 points, Hispanic/Latinx – 57.7 points below standard, declined 9.3 points, and Socioeconomically Disadvantaged- 60 points below standard, declined 6.7 points. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, SWD, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance was Overall “Low” – 74.7 points below standard, declined 13.9 points. The following subgroups were also “Low” – English Learners – 75 points below standard, declined 6.2 points, Hispanic/Latinx – 76.7 points below standard, declined 13.1 points, and Socioeconomically Disadvantaged- 77.1 points below standard, declined 12.1 points. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, SWD, and SED students.

Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of “Low” which is a decline of 6.9%. Students have daily English Language Development (“ELD”) instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English (“SDAIE”) in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “Medium” – 52.8% chronically absent, declined 3.8%. The following subgroup was “High” -Students with Disabilities, 57.8% chronically absent, declined 7.2%. The following subgroups were “Medium” - Socioeconomically Disadvantaged, 48.8% chronically absent, declined 10.5%, English Learners –45.8% chronically absent, declined 9.6%, and Hispanic/Latinx –53.9% chronically absent, declined 3.1%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx students, ELs, SWD, and SED students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance,

implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students for are chronically absent based on results of each student's average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0% of students were suspended at least one day, maintained 1.3%. None of the students were suspended at Voices Overall or in any of the subgroups of Hispanic/Latinx students, ELs, SWD, and SED students. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports ("PBIS").

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and specifically for Students with Disabilities. Based on the 2022 Dashboard, Voices was in Additional Targeted Support and Improvement ("ATSI") for SWD for the lowest level of chronic absenteeism, but progress was made to move from "Very High" in 2022 to "High" in 2023 demonstrating a decline in chronic absenteeism of 7.2%. Voices was exited from ATSI in 2023 based on this growth.

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.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2022 and 2023 CA Dashboards.

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
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. 1/17 and 3/12, 2024. Additionally, staff surveys were used to inform the LCAP. 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey).
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during Community Meetings called LCAP Engagement. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP. 4/9 to 4/24, 2024 (Spring post survey).
Students	Engaged in collecting feedback on the goals and actions with middle school students. 5/23/24
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24 The Executive Director responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24 The Executive Director responded to all comments in writing.
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/23/24 The Executive Director responded to all comments in writing.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 6/3/24
Public Comment	6/18/24-6/23/24 the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/11/24 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24 that the Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by the feedback provided by educational partners by ensuring that the three goals are supported by actions to include Student Achievement, Student Engagement, and Parent and Community Engagement. One key metric was added which included a Spanish Language Assessment. The actions include support for SWD and ELs. The contributing actions include support for SED students, ELs, and FY. The feedback was to focused on academic interventions, social emotional support, and active parents and community members. The goals and actions support the whole child and ensures that every child can reach their potential.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.**	**Broad**

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall "Low," and the following subgroups were "Low" –Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged. The 2023 Dashboard indicates the Math performance was Overall "Low," and the following subgroups were "Low": Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low."

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	10.3 FTE 0% Clear 0% Intern 100% Ineffective Data Year: 2021-22 Data Source: Data Quest			80% Clear 20% Intern Data Year: 2024-25 Data Source: DataQuest	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -54.7 HISP: -57.7 SED: -60 EL: -59.1 Percent Meets and Exceeds: Overall: 27.83% HISP: 27.03% SED: 27.16% EL: 12.90% SWD: 0% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: 5.3 HISP: 2.3 SED: 0 EL: 0.9 Percent Meets or Exceeds: Overall: 42.83% HISP: 42.03% SED: 42.16% EL: 27.90% SWD: 15% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -74.7 HISP: -76.7 SED: -77.1 EL: -75 Percent Meets or Exceeds: Overall: 23.69% HISP: 22.73% SED: 25.00% EL: 13.12% SWD: 12.5% Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: -14.7 HISP: -16.7 SED: -17.1 EL: -15 Percent Meets or Exceeds: Overall: 38.69% HISP: 37.73% SED: 40% EL: 28.12% SWD: 27.5% Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Overall: 6.67% HISP: 7.14% SED: 8.33% EL: Too Few SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: 21.67% HISP: 22.14% SED: 23.33% EL: TBD SWD: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	19.77% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data 6% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data			50% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data 50% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	
1.8	SLA Local Assessment - TBD	Baseline Data Year: 2024-25 Data Source: Local Data			To be Determined	
1.9	Math Local Assessment –MAP	27.78% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data 44% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data			50% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data 50% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	

1.10	EL students making progress toward English Proficiency	ELPI is Low for 2023 ELPI is 46.4% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	
1.11	EL Reclassification Rate	Data release delayed by the CDE Internal Data: 14.87% Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	$1,192,716	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation the high-quality curriculum which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	$30,851	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	$89,724	Yes

1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$962,398	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values	$161,000	Yes

		• Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities • Trauma Informed Instruction Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue CEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		
1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$88,675	No

1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, Achievement Networks, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Dreambox, Achieve3000, Smarty Ants, Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	$23,000	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teachers on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	$255,673	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$342,375 Title I	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	$89,559	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program for the identified students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/SLA/Literacy and Math through project based learning and field trips.	$688,680	Yes
1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	$474,539	No

1.13	Writing Program	Teaching constructed writing responses to students in a dual language immersion TK-8 grade school is important because it helps develop proficiency in both languages, enhances critical thinking skills, and promotes cultural understanding. Constructed writing allows students to express themselves effectively in written form, strengthening their communication abilities in both languages. It also reinforces language acquisition and literacy skills while fostering deeper comprehension of content across various subjects.	$20,000	No

Goal 2

Goal #	Description	Type of Goal
2	**Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.**	**Broad**

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 90%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" with the following subgroup was "High" -Students with Disabilities, and the following subgroups were "Medium" - Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged.

The 2023 Dashboard indicates the Suspension Rate was Overall "Very Low" as were the following subgroups of Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	
2.2	Attendance Rate	90% Data Year: 2023-24 Data Source: P-2 Report			96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 52.8% HISP: 53.9% EL: 45.8% SED: 48.8% SWD: 57.8% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	

2.5	Suspension Rate	All: 0% HISP: 0% EL: 0% SED: 0% SWD: 0% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: <1% HISP: <1% EL: <1% SED: <1% SWD: <1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	
2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	

2.8	Student Surveys on the sense of safety and school connectedness	53% of Students feel safe on campus (grade 4-5). 57% of Students feel a sense of belonging in the school community (grade 4-5). 45% of Students feel safe on campus (grade 6-7). 56% of Students feel a sense of belonging in the school community (grade 6-7). Data Year: 2023-24 Data Source: Local Data			70% of Students feel safe on campus (grade 4-5). 70% of Students feel a sense of belonging in the school community (grade 4-5). 70% of Students feel safe on campus (grade 6-7). 70% of Students feel a sense of belonging in the school community (grade 6-7). Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	$55,000	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	$2,100	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	$33,670	Yes
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	$808,336	No

2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	$10,500	Yes
2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$3,000	No

2.7	Enrichment Activities and Advisory Curriculum	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	$20,000	No
2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	$5,000	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	$100,000	Yes

2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	$90,000	Yes

Goal 3

Goal #	Description	Type of Goal
3	**Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.**	**Broad**

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	
3.2	English Learner Advisory Committee	4 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	
3.3	Family Member Survey	79% of family members feel their children are safe at school. 93% of family members feel connected to the school (sense of belonging). 93% of family members feel welcome at the school. Data Year: 2023-24 Data Source: Local Data			95% of family members feel their children are safe at school. 95% of family members feel connected to the school (sense of belonging). 95% of family members feel welcome at the school. Data Year: 2026-27 Data Source: Local Data	

3.4	Teacher and Staff Survey	39% of Staff feel the relationships between staff and students are respectful. 28% of Staff feel there is a positive working environment. 63% of Teachers feel the relationships between staff and students are respectful. 25% of Teachers feel there is a positive working environment. 63% of Teachers feel the school has been supportive of professional growth. Data Year: 2023-24 Data Source: Local Data			55% of Staff feel the relationships between staff and students are respectful. 50% of Staff feel there is a positive working environment. 75% of Teachers feel the relationships between staff and students are respectful. 50% of Teachers feel there is a positive working environment. 75% of Teachers feel the school has been supportive of professional growth. Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	1 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	2 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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 and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	$5,000	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	$5,000	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	$14,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$911,456	$72,548

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
26%	0%	$0	26%

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 #(s)	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
1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Low” – 34.7 points below standard, declined 6.9 points. The following subgroup was “Very Low” – Students with Disabilities – 108.1 points below standard, declined 4 points. The following subgroups were “Low” – English Learners – 51.8 points below standard, maintained -1.1 points, Hispanic/Latinx – 41.2 points below standard, declined 10 points; and Socioeconomically Disadvantaged- 57.9 points below standard, declined 19.1 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 66.8 points below standard, declined 18.8 points. The following subgroup was “Very Low”: Students with Disabilities – 137.3 points below standard, declined 29.6 points. The follow subgroups were "Low": Socioeconomically Disadvantaged- 84.1 points below standard, declined 26.1 points, English Learners – 86.7 points below standard, declined 15.3 points, and Hispanic/Latinx – 69.4 points below standard, declined 10 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 37.3% chronically absent, declined 11.5%. The following subgroup was "High" -Students with Disabilities, 31.3% chronically absent, declined 24.5%. The following subgroups were "Medium" - Socioeconomically Disadvantaged, 38% chronically absent, declined 13.8%, English Learners –38.1% chronically absent, declined 16.4%, and Hispanic/Latinx –38.4% chronically absent, declined 12.4%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" - 1% of students were suspended at least one day, declined 2.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Low"- Students with Disabilities - 2% were suspended at least one day, declined 3.6% and English Learners – 1.1% suspended at least one day, declined 2.4%. The following subgroups were "Very Low" - Socioeconomically Disadvantaged - 0% of students were suspended at least one day, declined 4.4% and Hispanic/Latinx – 0.8% were suspended at least one day, declined 2.8%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

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
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

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.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not 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	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,996,863.00	$ 2,533,045.37

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	Systematic ELD and SIOP Teacher Training	Yes	$ 2,800	$ 2,800
1	2	ELPAC Administration	Yes	$ 2,000	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 20,460	$ 16,960
2	2	Standards Aligned Core Curriculum	No	$ 5,500	$ 6,367
2	3	Staff Coaching Support	Yes	$ 240,410	$ 246,859
2	4	Associate teachers (Title 1 & LCFF S&C)	Yes	$ 222,319	$ 269,002
2	5	Technology and programs for adaptive intervention programs	Yes	$ 112,440	$ 74,318
2	6	Formative Assessment Programs	No	$ 2,000	$ -
2	7	Student Services Manager	No	$ 108,972	$ 94,930
2	8	LAS Links administration	No	$ 2,000	$ 1,316
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 325,459	$ 342,849
3	1	Dean of Culture	Yes	$ 100,064	$ 99,754
3	2	Enrichment Activities and Advisory Curriculum	No	$ 40,000	$ 46,183
3	3	Student Success and Positive Behavior Support	Yes	$ 13,000	$ 13,384
3	4	Facility Maintanence	No	$ 745,955	$ 590,460
3	5	Admin Support Staff	No	$ 134,340	$ 122,332
4	1	Induction Program	No	$ 10,500	$ 7,000
4	2	Credential Monitoring	No	$ 14,910	$ 15,000
4	3	Highly Qualified teachers	No	$ 864,414	$ 556,532

4	4	Summer Professional Development	No	$ 4,320	$ -
4	5	School Leader Training	No	$ 25,000	$ 25,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ -	$ 895,774	$ 922,948	$ (27,174)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Systematic ELD and SIOP Teacher Training	Yes	$ 2,800	$ 2,800.00	0.00%	0.00%
1	2	ELPAC Administration	Yes	$ 2,000	$ 200.00	0.00%	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 20,460	$ 16,960.00	0.00%	0.00%
2	2	Standards Aligned Core Curriculum	No	$ -	$ -	0.00%	0.00%
2	3	Staff Coaching Support	Yes	$ 240,410	$ 246,859.00	0.00%	0.00%
2	4	Associate teachers (Title 1 & LCFF S&C)	Yes	$ 155,623	$ 202,306.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 93,240	$ 55,118.00	0.00%	0.00%
2	6	Formative Assessment Programs	No	$ -	$ -	0.00%	0.00%
2	7	Student Services Manager	No	$ -	$ -	0.00%	0.00%
2	8	LAS Links administration	No	$ -	$ -	0.00%	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 325,459	$ 342,849.00	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 50,782	$ 50,472.00	0.00%	0.00%
3	2	Enrichment Activities and Advisory Curriculum	No	$ -	$ -	0.00%	0.00%
3	3	Student Success and Positive Behavior Support	Yes	$ 5,000	$ 5,384.00	0.00%	0.00%
3	4	Facility Maintanence	No	$ -	$ -	0.00%	0.00%
3	5	Admin Support Staff	No	$ -	$ -	0.00%	0.00%
4	1	Induction Program	No	$ -	$ -	0.00%	0.00%
4	2	Credential Monitoring	No	$ -	$ -	0.00%	0.00%
4	3	Highly Qualified teachers	No	$ -	$ -	0.00%	0.00%
4	4	Summer Professional Development	No	$ -	$ -	0.00%	0.00%
4	5	School Leader Training	No	$ -	$ -	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ -	$ -	0.00%	0.00%	$ 922,948	0.00%	0.00%	$ -	0.00%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 3,477,052	$ 911,456	26.213%	0.000%	26.213%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,014,876	$ 1,342,497	$ -	$ 213,423	$ 5,570,796.00	$ 3,734,216	$ 1,836,580

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	Appropriately Staff School	All	No	Schoolwide	N/A	Voices	2024-25	$ 1,192,716	$ -	$ 1,192,716	$ -	$ -	$ -	$ 1,192,716	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 30,851	$ 30,851	$ -	$ -	$ -	$ 30,851	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2024-25	$ 86,924	$ 2,800	$ 86,924	$ -	$ -	$ 2,800	$ 89,724	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2024-25	$ 781,198	$ 181,200	$ 594,456	$ 311,829	$ -	$ 56,113	$ 962,398	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 100,000	$ 61,000	$ 142,532	$ -	$ -	$ 18,468	$ 161,000	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2024-25	$ 18,675	$ 70,000	$ 88,675	$ -	$ -	$ -	$ 88,675	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 23,000	$ 23,000	$ -	$ -	$ -	$ 23,000	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2024-25	$ 255,673	$ -	$ 255,673	$ -	$ -	$ -	$ 255,673	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 342,375	$ -	$ 206,333	$ -	$ -	$ 136,042	$ 342,375	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 89,559	$ -	$ 89,559	$ -	$ -	$ -	$ 89,559	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 155,581	$ 533,099	$ 103,669	$ 585,011	$ -	$ -	$ 688,680	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2024-25	$ 474,539	$ -	$ 474,539	$ -	$ -	$ -	$ 474,539	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 55,000	$ 55,000	$ -	$ -	$ -	$ 55,000	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 2,100	$ 2,100	$ -	$ -	$ -	$ 2,100	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 33,670	$ 33,670	$ -	$ -	$ -	$ 33,670	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2024-25	$ 37,976	$ 770,360	$ 387,679	$ 420,657	$ -	$ -	$ 808,336	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 10,500	$ 10,500	$ -	$ -	$ -	$ 10,500	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 100,000	$ -	$ 75,000	$ 25,000	$ -	$ -	$ 100,000	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 90,000	$ -	$ 90,000	$ -	$ -	$ -	$ 90,000	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2024-25	$ 9,000	$ 5,000	$ 14,000	$ -	$ -	$ -	$ 14,000	0.000%
1	13	Writing Program	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 20,000	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,477,052	$ 911,456	26.213%	0.000%	26.213%	$ 921,187	0.000%	26.493%	**Total:**	$ 921,187
								LEA-wide Total:	$ -
								Limited Total:	$ 86,924
								Schoolwide Total:	$ 834,263

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	Appropriately Staff School	No	Schoolwide		Voices	$ -	0.000%
1	2	Implementation of Core Curriculum	No	Schoolwide		Voices	$ -	0.000%
1	3	Support for English Learners	Yes	Limited	English Learners	Voices	$ 86,924	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 142,532	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 23,000	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 206,333	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ 89,559	0.000%
1	11	After School Program and Summer School	Yes	Schoolwide	All	Voices	$ 103,669	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 55,000	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 33,670	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 10,500	0.000%
2	6	Attendance Support	No	Schoolwide		Voices	$ -	0.000%
2	7	Enrichment Activities and Advisory Curricul	No	Schoolwide		Voices	$ -	0.000%
2	8	Middle School Culture	No	Schoolwide		Voices	$ -	0.000%
2	9	Dean of Culture	Yes	Schoolwide	All	Voices	$ 75,000	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 90,000	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 5,000	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%
1	13	Writing Program	No	Schoolwide		Voices	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive Voicess budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive Voicess budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit Voicesion 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 Voicesion or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

Stockton (ST) Review of Local Indicators and 24-25 LCAP Approval

Section: III. 24-25 Local Indicators Review and LCAP Approval
Item: E. Stockton (ST) Review of Local Indicators and 24-25 LCAP Approval
Purpose: Vote
Submitted by:
Related Material: Voices ST Local Indicators 24.pdf
Voices Stockton LCAP 2024 Combined(1).pdf

California Department of Education
January 2024

Local Performance Indicator Quick Guide

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators

Voices Stockton 24

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science		2			

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science		2			

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science		2			

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	N/A	N/A	N/A	N/A	N/A
Health Education Content Standards	N/A	N/A	N/A	N/A	N/A
Physical Education Model Content Standards	1	N/A	N/A	N/A	N/A
Visual and Performing Arts		2			
World Language	N/A	N/A	N/A	N/A	N/A

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

In the 2023-24 school year, Voices Stockton experienced a shift in staff, including the hiring of a new principal. While we have returning staff share our best practices for understanding, unpacking, assessing and learning from standards in our professional learning community, Voices Stockton had a couple new teachers and had to introduce them to curriculum and best practices. Voices Stockton is currently exploring different curriculum in certain grades, as we undergo curriculum reviews, though we are sustaining our protocols to support teachers regardless of the curriculum (for example, internalization protocols).

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Voices Stockton began the year with a new Principal with 13 years of experience who started the year strong by attending the Character Education for Educational Leaders Academy with other Voices Principals. Voices Stockton has implemented many of the evidence-based strategies covered in the Academy. Additional Professional Development and coaching opportunities were initiated for staff and several activities and events were conducted during the school year to promote staff and family engagement and build greater rapport. In addition, Voices Stockton experienced greater retention this school year resulting in fewer

substitutes being needed. This also had a positive impact on school staff building stronger relationships with families. Throughout the year, Voices Stockton conducted ELAC meetings and Cafecitos, giving parents/guardians a platform to provide input/feedback on LCAP goals, school progress, needs and academics. All materials were provided in English and Spanish.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Voices Stockton will continue to focus on increasing attendance at Cafecito, utilizing ParentSquare, having the Principal and the Dean of Culture make calls home proactively to encourage more relationship building. Additionally, building those relationships with staff and families includes training teachers on parent-teacher conferences and how to communicate with parents to provide regular updates. Voices Stockton will also work to increase the response rate on surveys to ensure all perspectives are recognized in the family-school relationships survey conducted twice a year. Voices Stockton saw an increase of family participation at events and activities and will continue to promote family participation and further focus on family collaboration and involvement in the planning and facilitation of activities and events.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Voices Stockton will focus on different approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, utilizing Parent Square Messaging, etc. Voices Stockton will also use these various communication channels to convey information on resources and support families with connecting to these resources. Additionally, Voices Stockton will continue to work with school staff and teachers to understand the importance of accessible and equitable communication with our families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   This year, Voices partnered with Faith In Action Education Services (F.A.C.E.S.) and Art in Action. The F.A.C.E.S partnership allows Voices to receive support with the enrichment block (non instructional hour of the day) and provides an expanded learning opportunity through their after-school program. This enables Voices' students to build rapport/relationship with the staff, which contributes to greater student outcomes. The Art in Action Program is rooted in the National Core Arts Standards and has been added to the enrichment block.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Voices Stockton will start the year with a Parent/Guardian Education Workshop calendar to provide families with resources and guidance on how to support their student and partner and collaborate with the school. The Dean of Culture attended the EMPOWER summit in June to gather additional learning and resources focused on establishing and implementing

community- based partnerships to promote positive student outcomes. We look forward to applying this funding in a strategic and impactful way in the coming year.

Families would like more opportunities for enrichment activities outside of what is currently offered. Voices Stockton will continue to focus on student wellbeing by supporting them to build coping skills via SEL curriculum.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

In order to improve the engagement of our underrepresented families, we:

- send out communication and materials in both English and Spanish,
- provide materials digitally and in printed form,
- make proactive calls when needed, and
- provide office hours for families to receive support from staff.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   Voices Stockton's biggest strength this year has been the ability to cultivate a stronger school and community culture amongst staff, students and families, resulting in stronger parent/guardian engagement and improvement in student behaviors. In addition to increased engagement, Voices conducts Network-wide staff and family surveys utilizing Panorama, a third party. These surveys are conducted twice a year and are used for planning.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Voices Stockton hosts Cafecitos (Principal's Coffee) and ELAC meetings throughout the school year, where parents, families, and other stakeholders are able to share feedback, input, and suggestions. In addition, Voices will continue to conduct Network-wide surveys to staff, students, and families twice a year and utilize the feedback and information provided from the surveys for future planning. Voices Stockton will also focus on seeking family input

regarding enrichment activities and ways in which parents/guardians can support these activities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

   In order to improve the engagement of our underrepresented families, we:

   - send out communication and materials in both English and Spanish,
   - provide materials digitally and in printed form,
   - make proactive calls when needed, and
   - provide office hours for families to receive support from staff.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

> **Prompt 1 (DATA)**: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.
>
> **Prompt 2 (MEANING)**: Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.
>
> **Prompt 3 (USE)**: Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified

through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response:

On the 23-24 Spring Panorama Survey, 90% of students in fourth grade indicated a positive response towards having Supportive Relationships with a teacher or other adults at school. Only 47% of fourth graders indicated they were successfully able to navigate challenging feelings at school.

Based on the Panorama survey, it is evident that students feel they have strong relationships with the adults on campus and are still working to develop socioemotional skills that will support them in navigating challenging feelings and increasing self-efficacy in the school environment and suggest this should be an area of focus for the coming school year.

In the 24-25 school year, Voices Stockton will add a part-time school counselor to better serve the needs of our population in building socioemotional skills in 1-1 and group settings. Additionally, Voices Stockton will partner with a mental-health provider to support students with lessons on social skills, conflict resolution, and offer 1-1 and group counseling to supplement socioemotional learning for students with a higher level of need.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Response: Voices Stockton uses different measures and tools to track progress on the broad course of study including:

- Daily attendance, including attendance in middle schools blocks
- Daily schedules for grades K-3
- Pacing calendars for math and ELA curriculum
- Trackers for meeting the instructional minutes for students with special needs
- Regular principal network walkthroughs to monitor implementation of academic program
- Academic weekly data tracking to measure success of implemented course of studies in math and ELA
- Academic lesson internalization and tracking
- Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

2.Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Response: All Voices Stockton students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices Stockton implements a full inclusion model for students with special needs. Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English Language Arts and Spanish language arts nonfiction and fiction passages. This year, Voices Stockton focused on Language Learning Strategies, especially in math, and providing Voices Stockton staff with strategies to engage language learners.

3.Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Response: Voices Stockton offers a broad course of study to all students currently, but we are always looking to improve. Our current focus has been developing a shared vision for an engaging mathematics classroom where English Learners are given support to thrive. Next year Voices Stockton is adopting a new Spanish language arts curriculum. Voices Stockton works hard to find bilingual, credentialed teachers and substitutes, and have filled in our positions successfully. However, it does take time to recruit, onboard, train and place a strong bilingual teacher in every classroom. This year, Voices Stockton was able to improve onboarding processes for mid-year hires.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Next year, we will focus on these initiatives:

- Sense of Belonging: Making sure Voices Stockton students continue to feel safe and supported so that they are in attendance and have access to a broad course of study.
- Spanish Language Arts: Voices Stockton is moving from teacher-created curriculum to a published curriculum to support teachers with internalizing lessons.
- Other curriculum: Voices Stockton will explore new curricula in other subject areas in specific grades.
- Simplifying assessment: Voices Stockton is paring down our assessments so we respond to the data we collect in a timely manner. We aim to bring cohesion to all of our systems, and one step is to strengthen our assessment cycles based on teacher feedback and student data.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

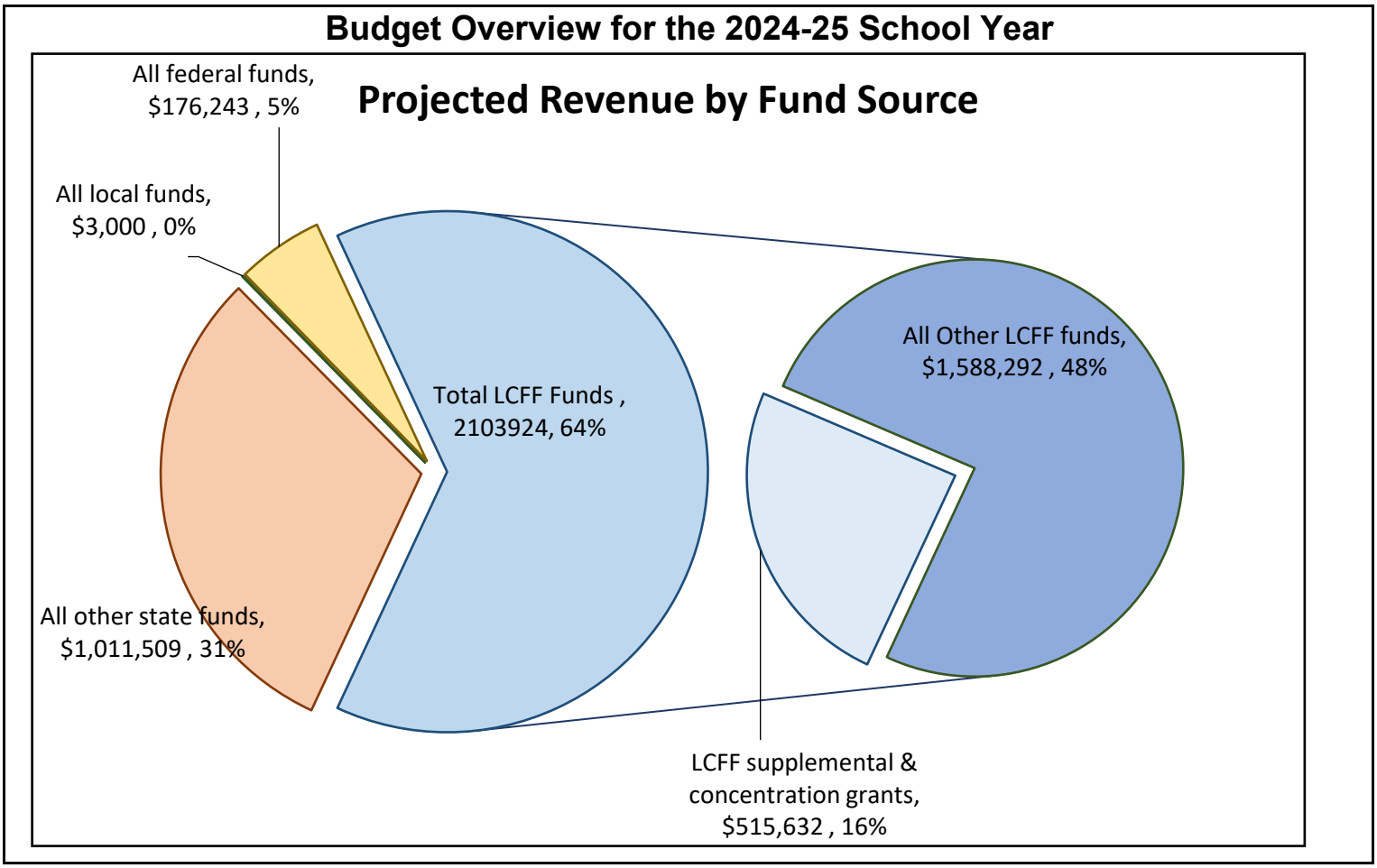
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Stockton

CDS Code: 39686760139907

School Year: 2024-25

LEA contact information: Salvador Padilla, Principal spadilla@voicescharterschool.com (408) 571-6404

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).

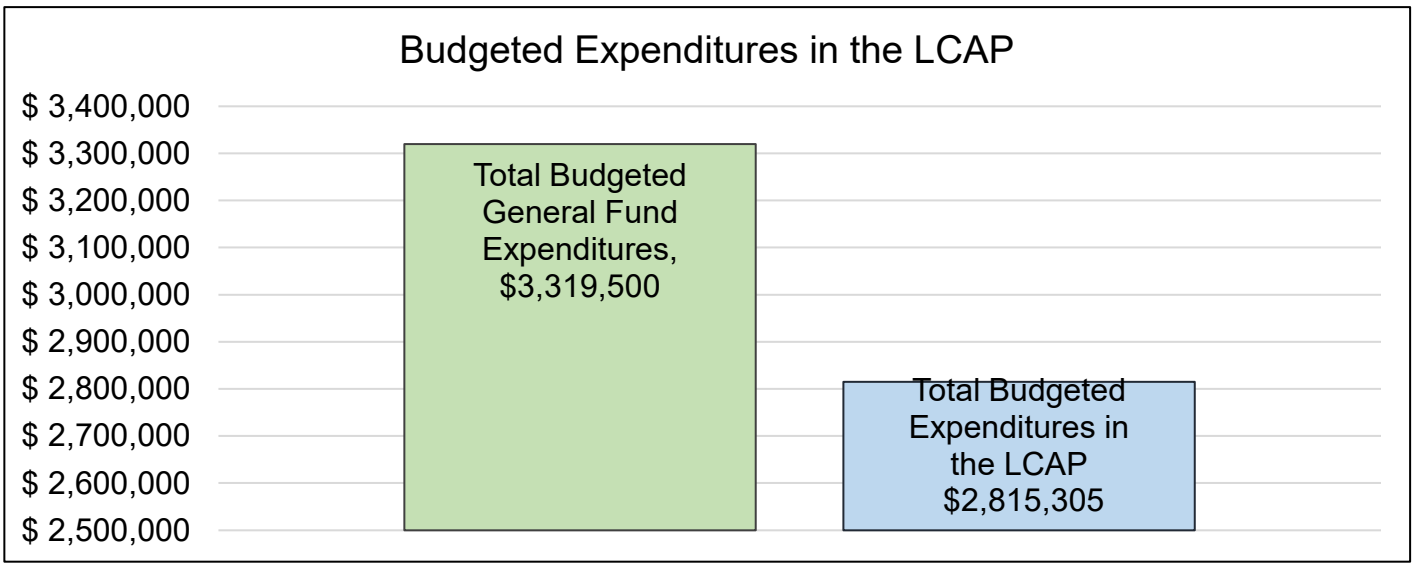


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Stockton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Stockton is $3,294,676.00, of which $2,103,924.00 is Local Control Funding Formula (LCFF), $1,011,509.00 is other state funds, $3,000.00 is local funds, and $176,243.00 is federal funds. Of the $2,103,924.00 in LCFF Funds, $515,632.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy at Stockton plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Stockton plans to spend $3,319,500.00 for the 2024-25 school year. Of that amount, $2,815,305.00 is tied to actions/services in the LCAP and $504,195.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

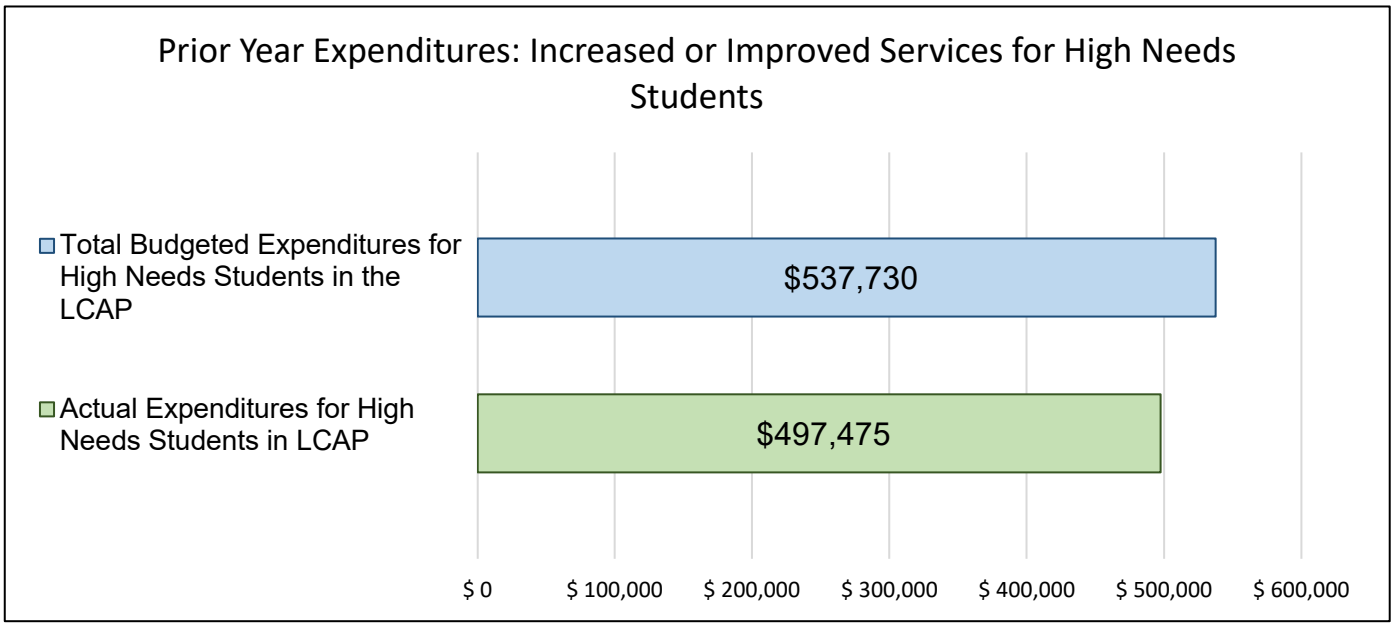
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Voices College-Bound Language Academy at Stockton is projecting it will receive $515,632.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Stockton must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Stockton plans to spend $521,400.00 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 2023-24



This chart compares what Voices College-Bound Language Academy at Stockton budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at Stockton estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Voices College-Bound Language Academy at Stockton's LCAP budgeted $537,730.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Stockton actually spent $497,475.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $40,255.00 had the following impact on Voices College-Bound Language Academy at Stockton's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Salvador Padilla Principal	spadilla@voicescharterschool.com 408-571-6404

Goals and Actions

Goal

Goal #	Description
1	**Promote the achievement of all students, and particularly English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in Voices' dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard- Academic Indicator **English Language Arts** average scale score **distance from standard** for all students and all numerically significant subgroups	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	All Students 78.4 points below Data Year: 2022-23 Data Source: CA Dashboard	All Students - 50% proficient on SBAC ELA English Learners 30% Data Year: 2022-23 Data Source: Dataquest
CA School Dashboard- Academic Indicator **Math** average scale score **distance from standard** for all students and all numerically significant subgroups	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	All Students 52.2 points below Data Year: 2022-23 Data Source: CA Dashboard	All Students - 4 points above Hispanic - 3 points above English Learners - 2 points above Socioeconomically Disadvantaged - 2 points above Students with Disabilities – Too Few Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **English Language Arts/Literacy** (Overall performance in SBAC) for all students and all numerically significant subgroups	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	All Students – 14.29% Socioeconomically Disadvantaged – 9.09% Data Year: 2022-23 Data Source: CAASPP results	All Students - 50% proficient on SBAC ELA English Learners 30% Data Year: 2022-23 Data Source: CAASPP Results
CAASPP Data **Percent of Students Meeting or Exceeding Standard** on the Smarter Balanced Summative Assessments for **Math** (Overall performance in SBAC) for all students and all numerically significant subgroups	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	All Students – 21.43% Socioeconomically Disadvantaged – 18.18% Data Year: 2022-23 Data Source: CAASPP results	All Students - 55% Hispanic - 55% English Learners 45% Socioeconomically Disadvantaged - 50% Students with Disabilities 30% Data Year: 2022-23 Data Source: CA Dashboard

CA School Dashboard- **English Learner Progress Indicator (ELPI)** The percentage of current English Learner students who **progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4**	N/A No Data First Year of Charter	ELPI not reported for 2020-21 29% Students Scored 3 or 4 Data Year: 2020-21 Data Source: ELPAC Summative CA Dashboard	28.6% Data Year: 2021-22 Data Source: CA Dashboard	ELPI has no performance color for 2023 ELPI is 37.5% Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard	55% of English language learners progress at least one level or maintain ELPI Level 4 Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard
Percentage of students redesignated Fluent-English Proficient since last census	9.8% reclassification rate Data Year: 2019-20 Data Source: Dataquest	0% reclassification rate Data Year: 2020-21 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2021-22 Data Source: Dataquest	Data release delayed by the CDE Internal Data 11.19% Data Year: 2022-23 Data Source: Dataquest	15% reclassification rate Data Year: 2022-23 Data Source: Dataquest

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

SIOP training was provided by the network, but the majority of SIOP and Systematic ELD training occurred on site provided by the Instructional Coach. There is still a need for school specific SIOP and Systematic ELD training as the majority of the students are ELs at Voices. The ELPAC was administered very well in 2023-24. This was improved due to the planning of the sequence of the ELPAC administration.

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.

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Systematic ELD and SIOP Teacher Training): Actual expenditure $0; Budgeted Expenditure $7,975. This is a decrease of 100% of budgeted expenditure. This action was decreased because most of the training occurred at the site level by the Instructional Coach though some of the costs were attributed to the network.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The systematic ELD and SIOP teacher training was partially effective during the three-year LCAP cycle because ELs are making slow progress as are all students and other significant subgroups. The ELs declined in CAASPP Math in 2023. The ELPAC administration has been effective, and it has improved over the three-year LCAP cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2024-25, Goal 1 has been changed to Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. The previous Goal 1 and Goal 2 were combined to focus on student achievement. It has also allowed for the metrics to be streamlined to include all students and significant subgroups to appropriately assigned and fully credentialed teachers, access to standards aligned instructional materials, implementation of standards for all students and enable ELs access to CCSS and ELD standards, SBAC ELA, SBAC Math, CAST Science, ELA Local Assessment (ANET and MAP), Math Local Assessment (ANET and MAP) and SLA Local Assessment (to be determined), English Learner Progress Indicator (“ELPI”), and EL Reclassification Rate. The 2024-25 LCAP removed actions that are requirements like ELPAC administration and recruiting, monitoring, and maintaining highly qualified teachers. The actions in Goal 4 have been included in Goal 1 especially through professional development in the actions (Induction Program, Summer Professional Development, and School Leader Training). The 2024-25 actions in Goal 1 reflect the feedback from educational partners to include staffing the school, implementing core curriculum with fidelity (ELA, SLA, Math, Science, Social Science), support for ELs, support for SWD, rigorous professional development, technology infrastructure and support, academic interventions and supplemental materials, ensuring instructional practices by the Instructional Coach and Principal, associate teachers providing direct services to identified students, having the Student Services Manager ensure a strong MTSS program, effective after school program and summer school, network support infrastructure for transparency, and beginning to integrate a library, computer lab and resource room. The 2024-25 LCAP is strong, and implementation of the actions is attainable.

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.

Goal

Goal #	Description
2	**Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2: % proficient	45% of students proficient Data Year: 2020-21 Data Source: ANET Assessment Data	65% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	20% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	13% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	45% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: ANET Assessment Data
Internal ELA Assessment 2-8 in Benchmark 2: % proficient	Will start testing Grade 2 in 2021-22 Data Year: 2020-21 Data Source: ANET Assessment Data	36% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	10% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	13% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	30% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	N/A Added Metric in 2023 Data Year: 2020-21 Data Source: MAP Assessment Data	N/A Added Metric in 2023 Data Year: 2021-22 Data Source: MAP Assessment Data	N/A Added Metric in 2023 Data Year: 2022-23 Data Source: MAP Assessment Data	25% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	50% of students meet their growth target Data Year: 2023-24 Data Source: MAP Assessment Data
Math MAP Assessment Growth Goals: % meeting growth goal	N/A Added Metric in 2023 Data Year: 2020-21 Data Source: MAP Assessment Data	N/A Added Metric in 2023 Data Year: 2021-22 Data Source: MAP Assessment Data	N/A Added Metric in 2023 Data Year: 2022-23 Data Source: MAP Assessment Data	50% of students met growth goals Data Year: 2023-24 Data Source: MAP Assessment Data	50% of students meet their growth goals in math based on MAP math assessment Data Year: 2023-24 Data Source: MAP Assessment Data

% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2020-21 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2022-23 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2020-21 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2022-23 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Curriculum Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The benchmark assessment licenses and screeners were implemented, but there is a noted discrepancy between the curriculum, standards, and benchmarks. In order to prepare for Charter Renewal, it is important to transition from reliance on the ANET to MAP because MAP is an adopted academic progress indicator to be used in the charter school renewal process by the CDE. There is a strong need for an SLA curriculum in a dual immersion program as well as science and social science curriculum to ensure access to a broad course of study. EL Education needs to be used with fidelity. The implementation of Eureka Math has been better. There are many resources for teachers (Achieve3000, Dreambox, SmartyAnts, etc.) that teachers need additional training to improve the use of these resources. Staff coaching was successfully implemented this year and teachers' skills are steadily improving. The associate teachers were implemented well, and they need to continue to receive professional development. The technology resources were implemented and could be used more effectively to

drive instruction. Formative assessment programs was implemented, and the Charter School holds weekly data meetings. The Student Services Manager has been fully staffed and implemented this year, and there was a positive shift in the Special Education department. LAS link administration was implemented successfully. Small class sizes, teacher recruitment, and teacher retention was implemented and there are no teacher vacancies. Some class sizes are large, but most are in the anticipated average small size.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Benchmark Assessments Licenses and Screeners): Actual expenditures $15,475; Budgeted Expenditures: $8,110. This is an increase of 91% of budgeted expenditure. This action was increased because they were at the beginning of a multi-year contract and other screeners were piloted.

Action 5 (Technology and programs for adaptive intervention programs): Actual expenditure: $38,575; Budget Expenditure $69,961. This is a decrease of 45% of budgeted expenditure. This action was decreased to because there were multi-year contracts and a limited attempt to replace, add, and upgrade equipment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The benchmark assessment licenses and screeners were partially effective during the three-year LCAP cycle, but there is a noted discrepancy between the curriculum, standards, and benchmarks. Standards Aligned core curriculum was partially effective because the EL Education and Eureka Math curriculum was implemented, but the curriculum must be used with fidelity in order to ensure equity among the classes. Voices needs to adopt an SLA curriculum. Middle School has science and social science curriculum, and the elementary uses EL Education and supplements with Mystery Science, Achieve3000, and Newsela. Staff Coaching Support was effective in Year 3 because the principal is in classes daily. Associate teachers have been partially effective because there were vacancies in Year 1 and 2. Year 3 the positions have been filled, and the associate teachers need training to provide direct service to students and run small group instruction. Enrichment has been moved to later in the school day. Technology and adaptive intervention programs were partially effective because it is used, but it needs to be used with more fidelity and data analysis to drive instruction. Formative assessment programs were partially effective because they need to be used schoolwide. The Student Services Manager action was partially effective. There were vacancies over the three-year LCAP cycle. There needs to be cohesion of this position across the network. The Student Services Manager need to actively collaborate during IPP and data meetings across the network. LAS Links administration is not effective because though the assessment is completed, there is no data sharing, aggregation, or process. Small class sizes, teacher recruitment, and retention action was partially effective. Some classes are large, there were numerous vacancies and teacher turnover events especially in Year 1 and 2 which improved from Year 2 to Year 3. Voices is a Teach for America school and a training ground for new teachers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2024-25, Goal 2 has been changed to Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. The previous Goal 1 and Goal 2 were combined to focus on student achievement. In 2024-25, the metrics for have been focused on student engagement to include facilities, attendance rate, chronic absenteeism rate, middle school dropout rate,

suspension rate, expulsion rate, broad course of study, and student surveys on the sense of safety and school connectedness. The actions now focus on supporting the student and their educational experience to include field trips, student health, school supplies, safe and clean facilities, positive school climate and culture, attendance support, enrichment activities and advisory curriculum, middle school culture, Dean of Culture, and School Counselor. The feedback for the educational partners is to focus on the social emotional health and well-being of students and to ensure that students are engaged and connected to the school community.

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.

Goal

Goal #	Description
3	**Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families responding to survey # of parents attending LCAP meetings	92% survey response. Due to Covid protocols all meeting were conducting virtually Data Year: 2020-21 Data Source: Local Surveys and Sign-in sheets	12.5% survey response Due to Covid protocols all meeting were conducting virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets	43% survey response 3 Parents attended LCAP meeting Data Year: 2022-23 Data Source: Local Surveys and Sign-in sheets	School received 18 survey responses 8 Parents attended LCAP meeting Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets	At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Sign-in sheets and training dates	5% of workshops or parent education classes were conducted this year Data Year: 2022-23 Data Source: Sign-in sheets and training dates	4 parent education workshops or parent education classes were conducted this year Data Year: 2023-24 Data Source: Sign-in sheets and training dates	At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class Data Year: 2023-24 Data Source: Sign-in sheets and training dates

Average daily attendance rates as of **May 2nd** (P2)	No Data Data Year: 2020-21 Data Source: P-2 Report, SIS	ALL 86% Data Year: 2021-22 Data Source: P-2 Report, SIS	ALL 87.41% ELs 87.46% SED 88.1% Data Year: 2022-23 Data Source: P-2 Report, SIS	ALL: 91% Data Year: 2023-24 Data Source: P-2 Report, SIS	Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SED Data Year: 2023-24 Data Source: P-2 Report, SIS
Chronic Absenteeism rate for all students and all numerically significant subgroups	No Data Data Year: 2020-21 Data Source: P-2 Report, SIS	All: 21.7% EL – 20.0% Hispanic – 21.7% Socioeconomically Disadvantaged: 23.8% Data Year: 2020-21 Data Source: CA Dashboard	All: 66.2% EL: 80% Hispanic: 68.1% Socioeconomically Disadvantaged: 67.7% Data Year: 2021-22 Data Source: CA Dashboard	All: 50.5% EL – 51.4% Hispanic – 49.0% Socioeconomically Disadvantaged: 51.9% SWD: 41.7% Data Year: 2022-23 Data Source: CA Dashboard	All <10% chronically absent EL <10% chronically absent Hispanic <10% chronically absent Socioeconomically Disadvantaged <10% chronically absent Data Year: 2022-23 Data Source: CA Dashboard

Percentage of Student Suspended for all students and all numerically significant subgroups	No Data School Opened	All - 0% Data Year: 2020-21 Data Source: DataQuest	All: 0% EL: 0% Hispanic: 0% SED: 0% Students with Disabilities: 0% Data Year: 2021-22 Data Source: CA Dashboard	All: 0% EL: 0% Hispanic: 0% SED: 0% Students with Disabilities: 0% Data Year: 2022-23 Data Source: CA Dashboard	Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities Data Year: 2022-23 Data Source: CA Dashboard
Student Expulsion Rate for all students and all numerically significant subgroups	No Data School Opened	0% Data Year: 2020-21 Data Source: Dataquest 2020-21:	0% Data Year: 2021-22 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest	Maintain a low expulsion rate of ≤1% Data Year: 2022-23 Data Source: Dataquest
% of parents/guardians responded favorably to school safety question	75% of parents/guardians responded favorably Data Year: 2020-21 Data Source: Panorama	N/A Data Year: 2021-22 Data Source: Panorama	84% of parents/guardians responded favorably Data Year: 2022-23 Data Source: Panorama	92% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Panorama	At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Panorama
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2023-24 Data Source: Local

Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	Good Data Year: 2022-23 Data Source: Local	Good Data Year: 2023-24 Data Source: Local	Good Data Year: 2023-24 Data Source: SARC

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Dean of Culture action was implemented, and the Charter School has been fortunate to have the same Dean (previously Parent Liaison) for three years who has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The chronic absenteeism rate is dropping, but it is still high. The Enrichment Activities and Advisory curriculum was implemented this year and there is room for improvement in the areas of consistency, structure, programming, and student choice. The Charter School focuses on cultural activities, women's history, and cooking classes. The Student Success and Positive Behavior Support has been implemented well. The Charter School has noted that the suspension rate is low and behavior issues decreased. Focus on the beginning of the year included positive reinforcement, classroom culture, and restorative practices. There needs to be additional staff training on model alignment, trauma informed instruction, DEI, and belonging/school connectedness. The facility action was implemented, but the school is over 100 years old. It is cleaned regularly, and there have been repairs for flooding, re-floor the basement, and carpeting. Administrative Support Staff action is now fully staffed, and training is improving staff capacity. Vacancies have been filled throughout the school year.

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.

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Dean of Culture): Actual expenditures $94,454; Budgeted Expenditures: $204,817. This is a decrease of 54% of budgeted expenditure. This action was decreased based on an error in the budgeted cost which would include two Dean of Culture.

Action 3 (Admin Support Staff): Actual expenditures $87,157; Budgeted Expenditures: $152,224. This is a decrease of 43% of budgeted expenditure. This action was decreased due to vacancies in administrative positions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Dean of Culture action was effective during the three-year LCAP cycle. The Charter School has been fortunate to have the same Dean for three years who has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was partially effective. There has been improvement in Year 3 and will continue to improve in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support was partially effective with great improvement in Year 3. The program continues to grow and develop. The facility action was partially effective because of the age and needed repairs to the facility. Administrative Support Staff action has been partially effective based on vacancies in those positions.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2024-25, Goal 3 has been changed to Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education. The previous Goal 3 has focused on student and parent and community engagement. In 2024-25, the metrics for have been focused on parent and community engagement to include seeking input, ELAC meetings, family member survey, teacher and staff survey, parent education workshops, and project/portfolio presentations. The actions now focus on supporting the families to include parent and community engagement and advisory, parent academy, and parent communication. The feedback for the educational partners is to focus on getting parents and the community involved in the school community and learning together to better support the academic and social development of their children.

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.

Goal

Goal #	Description
4	**Voices Academy will recruit and maintain highly-qualified teachers who are committed to the Voices vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program	100 % Eligible Teacher complete induction program within eligibility period	100% Eligible Teachers complete induction program Data Year: 2021-22 Data Source: Voices BTSA list	100% Eligible Teachers complete induction program Data Year: 2022-23 Data Source: Local	100% Eligible Teachers complete induction program Data Year: 2023-24 Data Source: Voices Local Data	100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Local
Percentage of properly credentialed teachers	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed.	3.0 FTE 33.3% Clear 0% Intern 66.7% Ineffective Data Year: 2020-21 Data Source: Data Quest	4 FTE 25% Clear 0% Intern 75% Ineffective Data Year: 2021-22 Data Source: Data Quest	100% teachers with appropriate permit or waiver credential Data Year: 2021-22 Data Source: SARC

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Induction Program was implemented, but most teachers are completing an internship and are not ready for the Induction Program. Credential Monitoring was implemented well this year. The network is properly monitoring credentials and ensuring teachers have an STP or PIP or passing tests to receive their CLEAR credential. Highly Qualified Teachers action was implemented despite the shortage of teachers in the State and the Nation. Only teachers who have their CLEAR credentials are considered effective and this takes up to five years of teaching to complete. Summer Professional Development was implemented focusing on classroom culture, routines, setting community

agreements, and positive reinforcements. School Leader Training on EL Practices was not fully implemented. There were some networkwide training, but there needs to be more training. School Leaders will continue CEEL Servant Leadership.

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.

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Induction Program): Actual expenditure $3,500; Budgeted Expenditure $7,000. This is a decrease of 50% of budgeted expenditure. This action was decreased because there was only one teacher who was eligible for the Induction Program.

Action 2 (Credential Monitoring): Actual expenditure: $17,519, Budget Expenditure $14,910. This is an increase of 17% of budgeted expenditure. This action was increased due to increased staffing costs and credentials.

Action 3 (Highly Qualified Teachers): Actual expenditure: $322,095; Budget Expenditure $421,499. This is a decrease of 24% of budgeted expenditure. This action was decreased because of teacher vacancies and reduced costs based on teacher experience and education.

Action 4 (Summer Professional Development): Actual expenditure: $563; Budget Expenditure $3,640. This is a decrease of 85% of budgeted expenditure. This action was decreased because it was included in network costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Induction Program was effective for the teachers who are ready to complete the Induction Program during the three-year LCAP cycle. Credential Monitoring was partially effective during the three-year cycle but improved in Year 3. Highly Qualified Teachers action was partially effective because it takes teachers up to five years of teaching to complete their CLEAR credential. Summer Professional Development was partially effective. School Leader Training on EL Practices was partially effective because there were some networkwide training, but there needs to be more training.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In 2024-25, Goal 4 was eliminated and the focus on credentialed teachers and professional development were moved to Goal 1.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Salvador Padilla Principal	spadilla@voicescharterschool.com 408-571-6404

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at Stockton ("Voices") is an independent TK-4 (expanding to TK-8) public charter school in Stockton founded in 2020 authorized by Stockton Unified School District. Voices College-Bound Language Academies provides a rigorous college-prep TK-4 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. The school uses an instructional approach that is based on inquiry and project-based learning. Voices will add one grade level per year until it serves TK-8. There are some metrics which do not apply to Voices because it is a TK-4 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate. In 2025-26, the middle school metrics will establish the baseline.

Mission

Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: “Yes we can.” These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak’ech: This Mayan phrase means, “I am you, you are me.” We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship promotes a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 103 students with diverse needs and backgrounds: 69.9% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 32% of students were English Learners (“ELs”); 1.0% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 9.7% of students with disabilities (“SWD”); 1% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (93.2%), African American/Black (3.9%), White (1%), Two or More Races (1%), and Asian (1%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices Community Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices’ parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee (“ELAC”) which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision making process throughout the

year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance has no performance color because it was the first year the students (grade 3) took the SBAC ELA. The students' score was 78.4 points below standard. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance has no performance color because it was the first year the students (grade 3) took the SBAC ELA. The students' score was 52.2 points below standard. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 37.5% of English Learners made progress toward English Language proficiency but did not have a performance color. The 37.5% of English Learners were in grades TK-3 and the ELPI increased by 8.9%.Students have daily English Language Development ("ELD") instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English ("SDAIE") in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "High" – 50.5% chronically absent, declined 15.8%. The following subgroups were also "High" - Hispanic/Latinx –49% chronically absent, declined 19.1%, English Learners – 51.4% chronically absent, declined 28.6%, and Socioeconomically Disadvantaged, 51.9% chronically absent, declined 15.7%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx students, ELs, and SED students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts,

letters, and home visits, and implementing a prioritized system for identifying and serving students who are chronically absent based on results of each student's average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0% of students were suspended at least one day, maintained 0%. None of the students were suspended at Voices Overall or in any of the subgroups of Hispanic/Latinx students, ELs, and SED students. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports ("PBIS").

Voices is not eligible to be an Equity Multiplier School.

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and for significant subgroups. Based on the 2022 Dashboard, Voices was eligible for Comprehensive School Improvement ("CSI") for being the lowest performing five percent of Title I schools based on the chronic absenteeism rate. Fortunately, Voices exited CSI and is no longer eligible based on the 2023 Dashboard. The efforts of Voices demonstrated a 15.8% decline in the percentage of students who missed ten percent or more of the instructional days they were enrolled. The CSI Plan in 2022-23 was implemented to address this concern, and Voices expects an additional decline in the percentage of students who are chronically absent in 2023-24.

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.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 CA Dashboard.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 CA Dashboard.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 CA Dashboard.

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
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. 1/18 and 3/5, 2024. Additionally, staff surveys were used to inform the LCAP. 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey)
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during Community Meetings called LCAP Engagement. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP. 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey)
Students	Engaged in collecting feedback on the goals and actions with grade 4 students. 5/23/24
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24 The Executive Director responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24 The Executive Director responded to all comments in writing.
Student Advisory Committee	Will begin in 2025-26.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 6/3/24
Public Comment	6/18/24-6/23/24 the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/11/24 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24 that the Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by the feedback provided by educational partners by ensuring that the three goals are supported by actions to include Student Achievement, Student Engagement, and Parent and Community Engagement. One key metric was added which included a Spanish Language Assessment. The actions include support for SWD and ELs. The contributing actions include support for SED students, ELs, and FY. The feedback was to focused on academic interventions, social emotional support, and active parents and community members. The goals and actions support the whole child and ensures that every child can reach their potential.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.**	**Broad**

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates no performance color for English Language Arts, but the students' score was 78.4 points below standard. The 2023 Dashboard indicates no performance color for Math, but the students' score was 52.2 points below standard. There will not be a CAST Science score until 2024-25 when the students matriculate to grade 5. The 2023 Dashboard indicates that 37.5% of English Learners made progress toward English Language proficiency with an increase of 8.9%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	4 FTE 25% Clear 0% Intern 75% Ineffective Data Year: 2021-22 Data Source: Dashboard Fall 2023			80% Clear 20% Intern 20% Ineffective Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	2022-23 ELA Distance from Standard Overall: -78.4 HISP: Set in 2024 SED: Set in 2024 EL: Set in 2024 Percent Meets and Exceeds: Overall: 14.29% HISP: Too Few SED: 9.09% EL: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 ELA Distance from Standard Overall: -18.4 HISP: TBD SED: TBD EL: TBD Percent Meets or Exceeds: Overall: 32.81% HISP: TBD SED: 24.09% EL: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.5	SBAC Math	2022-23 Math Distance from Standard Overall: -52.2 HISP: Set in 2024 SED: Set in 2024 EL: Set in 2024 Percent Meets or Exceeds: Overall: 21.43% HISP: Too Few SED: 18.18% EL: Too Few Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			2025-26 Math Distance from Standard Overall: 7.8 HISP: TBD SED: TBD EL: TBD Percent Meets or Exceeds: Overall: 36.43% HISP: TBD SED: 33.18% EL: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	
1.6	CAST Science	Baseline set in 2024-25 Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS			Overall: TBD HISP: TBD SED: TBD EL: TBD Data Year: Spring 2026 Data Source: CAASPP Student Score Data Extract from TOMS	

1.7	ELA Local Assessment –MAP	13% of students proficient ANET 25% of students met growth target MAP Data Year: 2023-24 Data Source: Local Data			50% of students proficient ANET 50% of students met growth target MAP Data Year: 2026-27 Data Source: Local Data	
1.8	SLA Local Assessment - TBD	Baseline set in 2024-25 Data Year: 2024-25 Data Source: Local Data			To be Determined	
1.9	Math Local Assessment –MAP	13% of students proficient ANET 50% of students met growth target MAP Data Year: 2023-24 Data Source: Local Data			50% of students proficient ANET 50% of students met growth target MAP Data Year: 2026-27 Data Source: Local Data	

1.10	EL students making progress toward English Proficiency	ELPI has no performance color for 2023 ELPI is 37.5% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative			ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest			EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	$642,213	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation the high-quality curriculum which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	$49,640	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	$21,444	Yes

1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Special attention will be paid to SWD with poor attendance and behavioral issues. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$234,999	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”), and GLAD Training • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values	$65,640	Yes

		• Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue SEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		
1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$43,800	No

1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, Achievement Networks, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Dreambox, Achieve3000, Smarty Ants, Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	$13,500	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teachers on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	$148,121	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$247,014 Title I	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	$ 0.00	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school (Intersession) for students. Provide after-school program and summer school to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program for the identified students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/SLA/Literacy and Math through project based learning and field trips.	$345,516	Yes
1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	$230,417	No

1.13	Project-Based Learning	Engaging in relevant, project-based learning projects that integrate literacy, math, and science is important because it promotes deep understanding, critical thinking, and real-world application of concepts. It enhances students' ability to connect learning across disciplines, fosters problem-solving skills, and prepares them for success in an interconnected, knowledge-based society. Students will showcase their projects at an event for families and communities to attend at least twice per year.	$1,000	No
1.14	Leadership Team	Establish a site-based Leadership Team who will collaborate to set educational goals, develop policies, and oversee the day-to-day operations of the school. This team ensures effective communication, implements initiatives, and supports teachers and students. The site Leadership Team can interact with other school's Leadership Teams at the Network level to share best practices, aligning goals with Network priorities, and seek support for resources and professional development. Network leaders provide guidance, monitor progress, and facilitate collaboration among schools to improve overall educational outcomes.	$1,000	No
1.15	Collaborative Learning Community	Create a collaborative learning community that focuses on learning rather than teaching, allowing teachers to work collaboratively, and hold each other accountable for results. This could look like book studies (Thinking Classrooms), conversations, problem solving, brainstorming, sharing strategies (4 Cs of Common Core – Creativity, Critical Thinking, Communication and Collaboration), etc. The outcome will be to ensure more collaboration amongst students which will allow for an authentic, language rich learning environment.	$1,000	No

Goal 2

Goal #	Description	Type of Goal
2	**Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.**	**Broad**

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 91%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “High” as were the following subgroups of Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged students.

The 2023 Dashboard indicates the Suspension Rate was Overall “Very Low” as were the following subgroups of Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	
2.2	Attendance Rate	91% Data Year: 2023-24 Data Source: P-2 Report			≥96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 50.5% HISP: 49% EL: 51.4% SED: 51.9% SWD: 41.7% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	Baseline set in 2025-26 Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	

2.5	Suspension Rate	All: 0% HISP: 0% EL: 0% SED: 0% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate			All: <1% HISP: <1% EL: <1% SED: <1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	
2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate			0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data			100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	

2.8	Student Surveys on the sense of safety and school connectedness	72% of Students feel safe on campus (grade 4). 64% of Students feel a sense of belonging in the school community (grade 4). Data Year: 2023-24 Data Source: Local Data			80% of Students feel safe on campus. 80% of Students feel a sense of belonging in the school community. Data Year: 2026-27 Data Source: Local Data	

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	$5,000	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	$1,500	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	$29,000	Yes
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented. Creating a playground space by painting an inviting play space at school fosters physical activity, social interaction, creativity, and social emotional well-being. Playgrounds provide opportunities for exercise, skill development, and imaginative play, which are essential for healthy development and overall academic success.	$457,495	No

2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	$5,000	Yes
2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$5,000	No

2.7	Enrichment Activities (and Advisory Curriculum)	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas will begin in 2025-26.	$28,000	No
2.8	Middle School Culture	Beginning in 2025-26, develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	$3,000	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	$100,000	Yes

2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	$108,606	Yes
2.11	Peace Learning Circles (Previously Tribes Learning Communities)	Peace Learning Circles is a process that fosters the development of collaborative and academic skills by creating a caring environment and delivering curriculum content in an active and student centered manner. It combines the tenets of social emotional learning, family learning, restorative practices, and equity learning. The outcome is an on-going goal-oriented process based on sound principles and practices that maximize academic, social and emotional development and learning for students.	$3,000	No

Goal 3

Goal #	Description	Type of Goal
3	**Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.**	**Broad**

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	
3.2	English Learner Advisory Committee	0 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	
3.3	Family Member Survey	92% of family members feel their children are safe at school. 89% of family members feel connected to the school (sense of belonging). 100% of family members feel welcome at the school. Data Year: 2023-24 Data Source: Local Data			95% of family members feel their children are safe at school. 95% of family members feel connected to the school (sense of belonging). 100% of family members feel welcome at the school. Data Year: 2026-27 Data Source: Local Data	

3.4	Teacher and Staff Survey	82% of Staff feel the relationships between staff and students are respectful. 27% of Staff feel there is a positive working environment. N/A of Teachers feel the relationships between staff and students are respectful. N/A of Teachers feel there is a positive working environment. N/A of Teachers feel the school has been supportive of professional growth. Data Year: 2023-24 Data Source: Local Data			85% of Staff feel the relationships between staff and students are respectful. 50% of Staff feel there is a positive working environment. 50% of Teachers feel the relationships between staff and students are respectful. 50% of Teachers feel there is a positive working environment. 50% of Teachers feel the school has been supportive of professional growth. Data Year: 2023-24 Data Source: Local Data	
3.5	Parent Education Workshops	4 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	

3.6	Project/Portfolio Presentations	N/A Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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.

To be completed in 2025

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.

To be completed in 2025

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

To be completed in 2025

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.

To be completed in 2025

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 and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	$5,000	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Promote literacy through the Latino Family Literacy Project to empower families to teach and support literacy at home.	$5,000	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	$11,900	No
3.4	Comer Juntos	Host monthly gatherings for grade levels after school where families, students, teachers, and staff can share a meal together to break down barriers and celebrate together.	$2,500	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$515,632	$59,376

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
34%	0%	$0	34%

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 #(s)	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
1.5, 1.7, 1.9, 1.10, 1.11	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. The 2023 Dashboard indicates the English Language Arts performance was Overall “Very Low” – 74.8 points below standard, declined 14.4 points. The following subgroups were “Very Low” – English Learners – 91.1 points below standard, declined 15.2 points, Hispanic/Latinx – 75.2 points below standard, declined 15.5 points; and Socioeconomically Disadvantaged- 76.2 points below standard, declined 9.3 points. The 2023 Dashboard indicates the Math performance was Overall “Low” – 93.6 points below standard, declined 10.8 points. The following subgroups were “Very Low”: English Learners – 102 points below standard, declined 10.6 points, and Socioeconomically Disadvantaged- 104.8 points below standard, declined 17.3 points. The following subgroup was "Low": Hispanic/Latinx – 93.2 points below standard, declined 11.8 points. The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

2.1, 2.3, 2.5, 2.9, 2.10	2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 42.1% chronically absent, declined 6.5%. The following subgroup was "Very High" -Students with Disabilities, 56.7% chronically absent, increased 11%. The following subgroup was "High" - Socioeconomically Disadvantaged, 48.5% chronically absent, declined 2%. The following subgroups were "Medium" - English Learners – 40% chronically absent, declined 6.6%, and Hispanic/Latinx –41.5% chronically absent, declined 6.5%. The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0.6% of students were suspended at least one day, declined 1.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- Hispanic/Latinx – 0.6% were suspended at least one day, declined 1.6% and Socioeconomically Disadvantaged – 0.9% of students were suspended at least one day, declined 1%. The following subgroup was "Low" English Learners – 1.1% suspended at least one day, declined 1.3%. The following subgroup was "High" Students with Disabilities – 3.1% were suspended at least one day, increased 0.3%.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

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
1.3	Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of "Low" which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

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.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not 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	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,840,414.00	$ 1,566,081.85

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	Systematic ELD and SIOP Teacher Training	No	$ -	$ -
1	2	ELPAC Administration	Yes	$ 2,000	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 8,110	$ 15,475
2	2	Standards Aligned Core Curriculum	No	$ 3,900	$ 3,691
2	3	Staff Coaching Support	Yes	$ 140,709	$ 142,440
2	4	Associate teachers (Title I & LCFF S&C)	Yes	$ 202,433	$ 186,675
2	5	Technology and programs for adaptive intervention programs	Yes	$ 69,961	$ 38,575
2	6	Formative Assessment Programs	No	$ -	$ -
2	7	LAS Links administration	No	$ 2,000	$ 2,145
2	8	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 98,938	$ 97,885
3	1	Dean of Culture	Yes	$ 204,817	$ 94,454
3	2	Enrichment Activities and Advisory Curriculum	Yes	$ 42,000	$ 42,685
3	3	Student Success and Positive Behavior Support	Yes	$ 13,000	$ 13,000
3	3	Facility Maintanence	No	$ 428,273	$ 471,223
3	4	Admin Support Staff	No	$ 152,224	$ 87,157
4	1	Induction Program	No	$ 7,000	$ 3,500
4	2	Credential Monitoring	No	$ 14,910	$ 17,519
4	3	Highly Qualified teachers	No	$ 421,499	$ 322,095
4	4	Summer Professional Development	No	$ 3,640	$ 563

4	5	School Leader Training	No	$ 25,000	$ 25,000

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 373,535	$ 537,730	$ 497,475	$ 40,255	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	2	ELPAC Administration	Yes	$ 2,000	$ 2,000.00	0.00%	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 8,110	$ 15,475.00	0.00%	0.00%
2	3	Staff Coaching Support	Yes	$ 140,709	$ 142,440.00	0.00%	0.00%
2	4	Associate teachers (Title I & LCFF S&C)	Yes	$ 161,946	$ 146,188.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 65,641	$ 38,575.00	0.00%	0.00%
2	8	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 98,938	$ 97,885.00	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 53,386	$ 47,227.00	0.00%	0.00%
3	2	Enrichment Activities and Advisory Curriculum	Yes	$ 2,000	$ 2,685.00	0.00%	0.00%
3	3	Student Success and Positive Behavior Support	Yes	$ 5,000	$ 5,000.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,118,166	$ 373,535	0.00%	33.41%	$ 497,475	0.00%	44.49%	$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024-25	$ 1,523,802	$ 515,632	33.839%	0.000%	33.839%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,050,288	$ 666,982	$ -	$ 98,035	$ 2,815,305.00	$ 1,713,365	$ 1,101,940

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	Appropriately Staff School	All	No	Schoolwide	N/A	Voices	2024-25	$ 642,213	$ -	$ 642,213	$ -	$ -	$ -	$ 642,213	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 49,640	$ 49,640	$ -	$ -	$ -	$ 49,640	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2024-25	$ -	$ 21,444	$ 12,640	$ -	$ -	$ 8,804	$ 21,444	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2024-25	$ 168,999	$ 66,000	$ 76,044	$ 134,724	$ -	$ 24,231	$ 234,999	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 65,640	$ 37,307	$ 20,000	$ -	$ 8,333	$ 65,640	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 43,800	$ 43,800	$ -	$ -	$ -	$ 43,800	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 13,500	$ 13,500	$ -	$ -	$ -	$ 13,500	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2024-25	$ 148,121	$ -	$ 148,121	$ -	$ -	$ -	$ 148,121	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 247,014	$ -	$ 190,347	$ -	$ -	$ 56,667	$ 247,014	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 34,340	$ 311,176	$ 40,000	$ 305,516	$ -	$ -	$ 345,516	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2024-25	$ 230,417	$ -	$ 230,417	$ -	$ -	$ -	$ 230,417	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 1,500	$ 1,500	$ -	$ -	$ -	$ 1,500	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 29,000	$ 29,000	$ -	$ -	$ -	$ 29,000	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2024-25	$ 20,655	$ 436,840	$ 275,753	$ 181,742	$ -	$ -	$ 457,495	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 28,000	$ 28,000	$ -	$ -	$ -	$ 28,000	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 100,000	$ -	$ 75,000	$ 25,000	$ -	$ -	$ 100,000	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ 108,606	$ -	$ 108,606	$ -	$ -	$ -	$ 108,606	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2024-25	$ 9,000	$ 2,900	$ 11,900	$ -	$ -	$ -	$ 11,900	0.000%
1	13	Project-Based Learning	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
1	14	Leadership Team	All	No	Schoolwide	N/A	Voices	2024-25	$ 1,000	$ -	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
1	15	Collaborative Learning Community	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 1,000	$ 1,000	$ -	$ -	$ -	$ 1,000	0.000%
2	11	Peace Learning Circles (Previously Tribes Learning Communities)	All	No	Schoolwide	N/A	Voices	2024-25	$ 3,000	$ -	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
3	4	Comer Juntos	All	No	Schoolwide	N/A	Voices	2024-25	$ -	$ 2,500	$ 2,500	$ -	$ -	$ -	$ 2,500	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,523,802	$ 515,632	33.839%	0.000%	33.839%	$ 521,400	0.000%	34.217%	Total:	$ 521,400
								LEA-wide Total:	$ -
								Limited Total:	$ 12,640
								Schoolwide Total:	$ 508,760

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	Appropriately Staff School	No	Schoolwide		Voices	$ -	0.000%
1	2	Implementation of Core Curriculum	No	Schoolwide		Voices	$ -	0.000%
1	3	Support for English Learners	Yes	Limited	English Learners	Voices	$ 12,640	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 37,307	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 13,500	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 190,347	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ -	0.000%
1	11	After School Program and Summer School	Yes	Schoolwide	All	Voices	$ 40,000	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 5,000	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 29,000	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 5,000	0.000%
2	6	Attendance Support	No	Schoolwide		Voices	$ -	0.000%
2	7	Enrichment Activities and Advisory Curricul	No	Schoolwide		Voices	$ -	0.000%
2	8	Middle School Culture	No	Schoolwide		Voices	$ -	0.000%
2	9	Dean of Culture	Yes	Schoolwide	All	Voices	$ 75,000	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 108,606	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 5,000	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%
1	13	Project-Based Learning	No	Schoolwide		Voices	$ -	0.000%
1	14	Leadership Team	No	Schoolwide		Voices	$ -	0.000%
1	15	Collaborative Learning Community	No	Schoolwide		Voices	$ -	0.000%
2	11	Peace Learning Circles (Previously Tribes	No	Schoolwide		Voices	$ -	0.000%
3	4	Comer Juntos	No	Schoolwide		Voices	$ -	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive Voicess budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive Voicess budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit Voicesion 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 Voicesion or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

2024-25 Budget – Review, discussion, and approval of budget for the 24-25 school year (each school separately)

Section: IV. Finance/Budget
Item: A. 2024-25 Budget – Review, discussion, and approval of budget for the 24-25 school year (each school separately)
Purpose: Vote
Submitted by:
Related Material: Voices June 2024 Board Meeting Budget Presentation.pdf

Voices College-Bound Language Academies

FY25 Budget

JOSH KEMP, BRYCE FLEMING

JUNE 25, 2024

Voices
College-Bound Language Academies

edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

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2. State Budget

3. 3-Year School Budget Projections

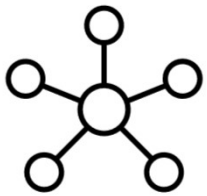
Budget Summary

Budget includes enrollment growth, Morgan Hill facility

		Flagship	Morgan Hill	Mt. Pleasant	WCC	Stockton
		Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	4,593,597	3,970,741	3,587,420	4,445,737	2,103,924
	Federal Revenue	387,962	450,092	293,224	336,995	176,243
	Other State Revenues	1,431,872	1,845,066	1,633,620	1,996,401	1,011,509
	Local Revenues	-	-	-	94,500	-
	Fundraising and Grants	35,000	28,000	45,000	40,000	3,000
	Total Revenue	**6,448,431**	**6,293,899**	**5,559,263**	**6,913,632**	**3,294,676**
Expenses	Compensation and Benefits	3,779,667	3,064,912	2,920,221	3,369,725	1,695,147
	Books and Supplies	576,588	535,901	573,118	542,272	332,528
	Services and Other Operating Expenditures	1,859,659	2,607,094	2,456,465	2,544,415	1,288,340
	Depreciation	182,023	11,087	4,606	12,553	3,062
	Other Outflows	63,265	-	-	-	423
	Total Expenses	**6,461,203**	**6,218,994**	**5,954,411**	**6,468,964**	**3,319,500**
	Operating Income	**(12,772)**	**74,905**	**(395,147)**	**444,668**	**(24,824)**
	Beginning Balance (Unaudited)	4,111,052	3,227,176	835,875	2,329,043	252,447
	Operating Income	(12,772)	74,905	(395,147)	444,668	(24,824)
Ending Fund Balance (incl. Depreciation)		**4,098,281**	**3,302,081**	**440,727**	**2,773,710**	**227,622**
Ending Fund Balance as % of Expenses		**63.4%**	**53.1%**	**7.4%**	**42.9%**	**6.9%**

May Revise Highlights

1.07% COLA (up from .76%)



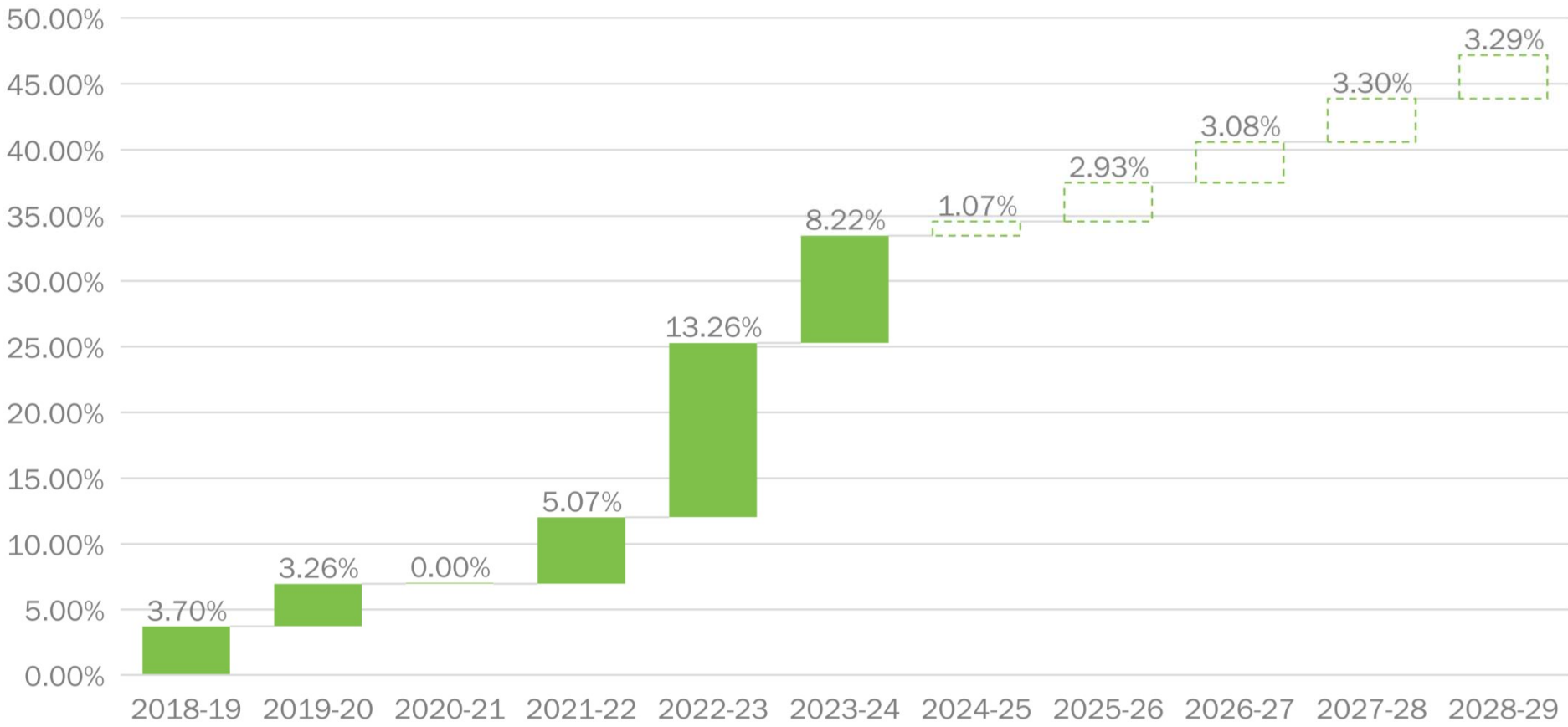
COLA extends to SpEd, Nutrition, MBG, Equity Multiplier, and more

Increased COLA adds ~$50/ADA

No deferrals, no new programs or funds

CA Historical and Projected LCFF Increase

COLA drops substantially in FY25 and then settles at ~3%



2024-25 COLA– 1.07%

Attendance Recovery Proposal – On Hold Until FY26

Trailer bill provides some details, but still many unknowns

What	How	Limitations	Unknowns
• Permit an LEA to offer attendance recovery on weekends, before/after-school, and intersession	• In-person instruction under supervision of certificated employee(s) with student engagement equivalent to regular day	• 10-day cap per student per year, no more than one makeup day generated per calendar day • Class sized capped at 20	• How would this interact with ELO-P? • How many hours to earn a recovery day? • Similar standards to IS for curriculum?

Note: For classroom-based charters only

Prop 28: Arts & Music

Timeline

- Begins 2023-24
- Ongoing *and* three years to spend each year's entitlement

Requirements

- >500 students → spend 80%+ on staff*
- Supplement, not supplant – new expense to budget!

Reporting

- Required to complete expenditure plan & annual reports
- Board approval for annual report and posted to school website

*No contractors

3-Year Budget Projection: Flagship

Enrollment & attendance increase; drop in one-time funding from ESSER

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	4,118,904	4,593,597	5,245,456	5,736,171
	Federal Revenue	1,036,900	387,962	404,563	424,761
	Other State Revenues	2,158,634	1,431,872	1,859,870	1,633,100
	Local Revenues	16,000	-	-	-
	Fundraising and Grants	35,000	35,000	35,000	35,000
	Total Revenue	**7,365,437**	**6,448,431**	**7,544,889**	**7,829,032**
Expenses	Compensation and Benefits	3,049,366	3,779,667	4,047,782	4,336,759
	Books and Supplies	504,761	576,588	470,449	475,153
	Services and Other Operating	3,252,068	1,859,659	2,251,217	2,458,220
	Depreciation	183,896	182,023	181,683	181,343
	Other Outflows	62,639	63,265	63,898	64,537
	Total Expenses	**7,052,730**	**6,461,203**	**7,015,029**	**7,516,012**
	Operating Income	**312,707**	**(12,772)**	**529,861**	**313,020**
	Beginning Balance (Audited)	3,798,345	4,111,052	4,098,281	4,628,141
	Operating Income	312,707	(12,772)	529,861	313,020
Ending Fund Balance (incl. Depreciation)		**4,111,052**	**4,098,281**	**4,628,141**	**4,941,162**
Ending Fund Balance as % of Expenses		**58.3%**	**63.4%**	**66.0%**	**65.7%**

3-Year Budget Projection: Morgan Hill

New facility brings increased enrollment but also added expense

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	3,225,857	3,970,741	4,403,408	4,756,469
	Federal Revenue	541,481	450,092	481,616	499,297
	Other State Revenues	2,151,193	1,845,066	2,161,937	2,127,012
	Local Revenues	15,190	-	-	-
	Fundraising and Grants	28,000	28,000	28,000	28,000
	Total Revenue	**5,961,721**	**6,293,899**	**7,074,962**	**7,410,778**
Expenses	Compensation and Benefits	2,779,901	3,064,912	3,518,390	3,785,377
	Books and Supplies	516,524	535,901	524,696	529,942
	Expenditures	2,925,961	2,607,094	3,076,785	3,199,935
	Depreciation	11,086	11,087	9,507	8,980
	Other Outflows	-	-	-	-
	Total Expenses	**6,233,472**	**6,218,994**	**7,129,378**	**7,524,235**
	Operating Income	**(271,751)**	**74,905**	**(54,417)**	**(113,457)**
	Beginning Balance (Unaudited)	3,498,927	3,227,176	3,302,081	3,247,664
	Operating Income	(271,751)	74,905	(54,417)	(113,457)
Ending Fund Balance (incl. Depreciation)		**3,227,176**	**3,302,081**	**3,247,664**	**3,134,207**
Ending Fund Balance as % of Expenses		**51.8%**	**53.1%**	**45.6%**	**41.7%**

3-Year Budget Projection: Mount Pleasant

Enrollment increases enable balance budget in future years

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	2,868,162	3,587,420	4,282,568	4,899,033
	Federal Revenue	738,628	293,224	313,933	340,106
	Other State Revenues	2,249,605	1,633,620	1,902,501	2,052,851
	Local Revenues	13,260	-	-	-
	Fundraising and Grants	45,000	45,000	45,000	45,000
	Total Revenue	**5,914,655**	**5,559,263**	**6,544,002**	**7,336,990**
Expenses	Compensation and Benefits	1,974,033	2,920,221	3,166,066	3,514,848
	Books and Supplies	536,092	573,118	559,255	564,848
	Expenditures	3,568,434	2,456,465	2,860,585	3,113,799
	Depreciation	4,606	4,606	4,011	3,714
	Other Outflows	-	-	-	-
	Total Expenses	**6,083,165**	**5,954,411**	**6,589,918**	**7,197,209**
	Operating Income	**(168,511)**	**(395,147)**	**(45,916)**	**139,781**
	Beginning Balance (Unaudited)	1,004,385	835,875	440,727	394,811
	Operating Income	(168,511)	(395,147)	(45,916)	139,781
Ending Fund Balance (incl. Depreciation)		**835,875**	**440,727**	**394,811**	**534,592**
Ending Fund Balance as % of Expenses		**13.7%**	**7.4%**	**6.0%**	**7.4%**

3-Year Budget Projection: WCC

Strong enrollment growth, long-term facility needs

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	3,471,977	4,445,737	5,236,926	5,888,118
	Federal Revenue	281,813	336,995	384,634	423,018
	Other State Revenues	2,017,088	1,996,401	2,292,329	2,325,403
	Local Revenues	88,995	94,500	112,000	122,360
	Fundraising and Grants	340,000	40,000	40,000	40,000
	Total Revenue	**6,199,874**	**6,913,632**	**8,065,889**	**8,798,898**
Expenses	Compensation and Benefits	2,821,780	3,369,725	3,783,924	4,055,916
	Books and Supplies	464,065	542,272	484,520	489,366
	Services and Other Operating	2,785,580	2,544,415	3,097,896	3,395,407
	Depreciation	12,553	12,553	12,553	12,553
	Other Outflows	707	-	-	-
	Total Expenses	**6,084,685**	**6,468,964**	**7,378,893**	**7,953,241**
	Operating Income	**115,188**	**444,668**	**686,996**	**845,657**
	Beginning Balance (Unaudited)	2,213,854	2,329,043	2,773,710	3,460,706
	Operating Income	115,188	444,668	686,996	845,657
Ending Fund Balance (incl. Depreciation)		**2,329,043**	**2,773,710**	**3,460,706**	**4,306,363**
Ending Fund Balance as % of Expenses		**38.3%**	**42.9%**	**46.9%**	**54.1%**

3-Year Budget Projection: Stockton

Enrollment starting to become sustainable, district provided projections low

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	1,508,414	2,103,924	2,823,110	3,659,762
	Federal Revenue	434,045	176,243	214,070	273,928
	Other State Revenues	853,620	1,011,509	1,327,516	1,473,392
	Local Revenues	6,000	-	-	-
	Fundraising and Grants	303,000	3,000	3,000	3,000
	Total Revenue	**3,105,078**	**3,294,676**	**4,367,695**	**5,410,081**
Expenses	Compensation and Benefits	1,255,350	1,695,147	2,507,282	2,977,312
	Books and Supplies	293,819	332,528	350,507	406,149
	Expenditures	1,501,743	1,288,340	1,638,165	1,983,007
	Depreciation	3,062	3,062	255	-
	Other Outflows	662	423	185	-
	Total Expenses	**3,054,637**	**3,319,500**	**4,496,395**	**5,366,468**
	Operating Income	**50,442**	**(24,824)**	**(128,699)**	**43,614**
	Beginning Balance (Unaudited)	202,005	252,447	227,622	98,923
	Operating Income	50,442	(24,824)	(128,699)	43,614
Ending Fund Balance (incl. Depreciation)		**252,447**	**227,622**	**98,923**	**142,536**
Ending Fund Balance as % of Expenses		**8.3%**	**6.9%**	**2.2%**	**2.7%**

Coversheet

Approval of 2024-25 Consolidated Application (ConApp) for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa for the use or rejection of Categorical Funds

Section: IV. Finance/Budget
Item: B. Approval of 2024-25 Consolidated Application (ConApp) for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa for the use or rejection of Categorical Funds
Purpose: Vote
Submitted by:
Related Material: 24-25 Application for Funding - combined.pdf

California Department of Education **Consolidated Application**

Voices College-Bound Language Academy (43 69450 0113662)

Status: Draft
Saved by: Dena Koren
Date: 6/14/2024 12:22 PM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education **Consolidated Application**

Voices College-Bound Language Academy at Morgan Hill (43 10439 0131748)

Status: Draft
Saved by: Dena Koren
Date: 6/14/2024 1:16 PM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy at Mt. Pleasant (43 10439 0132530)

Status: Draft
Saved by: Dena Koren
Date: 6/14/2024 1:47 PM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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California Department of Education **Consolidated Application**

Voices College Bound Language Academy at Stockton (39 68676 0139907)

Status: Draft
Saved by: Dena Koren
Date: 6/13/2024 4:06 PM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****
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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy at West Contra Costa County (07 61796 0136903)

Status: Draft
Saved by: Dena Koren
Date: 6/14/2024 2:27 PM

2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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Coversheet

Approval of 2023-24 EPA Expenditures – Actuals for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa

Section: IV. Finance/Budget
Item: C. Approval of 2023-24 EPA Expenditures – Actuals for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa
Purpose: Vote
Submitted by:
Related Material: Voices - Stockton FY24 EPA Actuals.pdf
Voices - WCC FY24 EPA Actuals.pdf
Voices College-Bound Language Academy-FY24 EPA Actuals.pdf
Voices - Morgan Hill FY24 EPA Actuals.pdf
Voices - Mt Pleasant FY24 EPA Actuals.pdf

Voices College-Bound Language Academy at Stockton EPA

Actual Expenditures July 1, 2023 - June 30, 2024

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Expenditures
Amount Available for this Fiscal Year		
Education Protection Account	8012	$20,602
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$20,602
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$20,602**

Voices College-Bound Language Academy at WCC EPA

Actual Expenditures July 1, 2023 - June 30, 2024

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Expenditures
Amount Available for this Fiscal Year		
Education Protection Account	8012	$51,360
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$51,360
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$51,360**

Voices College-Bound Language Academy EPA

Actual Expenditures July 1, 2023 - June 30, 2024
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Expenditures
Amount Available for this Fiscal Year		
Education Protection Account	8012	$458,319
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$458,319
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$458,319**

Voices College-Bound Language Academy at Morgan Hill EPA

Actual Expenditures July 1, 2023 - June 30, 2024

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Expenditures
Amount Available for this Fiscal Year		
Education Protection Account	8012	$52,554
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$52,554
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$52,554**

Voices College-Bound Language Academy at Mt Pleasant EPA

Actual Expenditures July 1, 2023 - June 30, 2024

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Expenditures
Amount Available for this Fiscal Year		
Education Protection Account	8012	$41,142
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$41,142
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$41,142**

Coversheet

Approval of 2024-25 EPA Estimated Expenditure Plans and board resolutions for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa

Section: IV. Finance/Budget
Item: D. Approval of 2024-25 EPA Estimated Expenditure Plans and board resolutions for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa
Purpose: Vote
Submitted by:
Related Material:
Voices - Franklin McKinley - EPA Resolution and Spending Plan FY25.pdf
Voices - West Contra Costa - EPA Resolution and Spending Plan FY25.pdf
Voices - Stockton - EPA Resolution and Spending Plan FY25.pdf
Voices - Morgan Hill - EPA Resolution and Spending Plan FY25.pdf
Voices - Mt. Pleasant - EPA Resolution and Spending Plan FY25.pdf

Voices College Bound Academy
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the Voices College Bound Academy shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College Bound Academy.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 25, 2024

_____
Board Secretary or Chairperson

Powered by BoardOnTrack

Voices College Bound Academy Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2024 - June 30, 2025
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Academy
Amount Available for this Fiscal Year		
Education Protection Account	8012	$1,127,231
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$1,127,231
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$1,127,231**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

Voices College Bound Academy – West Contra Costa
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the Voices College Bound Academy – West Contra Costa shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College Bound Academy – West Contra Costa.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Academy – West Contra Costa has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 25, 2024

_____
Board Secretary or Chairperson

Voices College Bound Academy - West Contra Costa Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2024 - June 30, 2025
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Academy - West Contra Costa
Amount Available for this Fiscal Year		
Education Protection Account	8012	$58,776
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$58,776
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$58,776**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

Voices College Bound Academy - Stockton
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the Voices College Bound Academy - Stockton shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College Bound Academy - Stockton.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Academy - Stockton has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 25, 2024

_____
Board Secretary or Chairperson

Voices College Bound Academy - Stockton Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2024 - June 30, 2025
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Academy - Stockton
Amount Available for this Fiscal Year		
Education Protection Account	8012	$29,946
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$29,946
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$29,946**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the
May Revision to the Governor's Proposed State Budget.

Voices College Bound Academy – Morgan Hill
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the Voices College Bound Academy – Morgan Hill shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College Bound Academy – Morgan Hill.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Academy – Morgan Hill has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 25, 2024

_____
Board Secretary or Chairperson

Voices College Bound Academy - Morgan Hill Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2024 - June 30, 2025
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Academy - Morgan Hill
Amount Available for this Fiscal Year		
Education Protection Account	8012	$58,776
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$58,776
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$58,776**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

Voices College Bound Academy – Mt. Pleasant
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the Voices College Bound Academy – Mt. Pleasant shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College Bound Academy – Mt. Pleasant.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Academy – Mt. Pleasant has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 25, 2024

_____
Board Secretary or Chairperson

Voices College Bound Academy - Mt. Pleasant Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2024 - June 30, 2025
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Academy - Mt. Pleasant
Amount Available for this Fiscal Year		
Education Protection Account	8012	$50,778
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$50,778
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$50,778**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the
May Revision to the Governor's Proposed State Budget.

Coversheet

Approval of FY24 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa

Section: IV. Finance/Budget
Item: E. Approval of FY24 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academy at Morgan Hill, Voices College-Bound Language Academy at Mount Pleasant, Voices College-Bound Language Academy at Stockton, Voices College-Bound Language Academy at West Contra Costa
Purpose: Vote
Submitted by:
Related Material: Voices MP Prop 28 Annual Report 2023-24.pdf
Voices STN Prop 28 Annual Report 2023-24.pdf
Voices FS Prop 28 Annual Report 2023-24.pdf
Voices MH Prop 28 Annual Report 2023-24.pdf
Voices WCC Prop 28 Annual Report 2023-24.pdf

Annual Report

LEA	Voices College-Bound Language Academy at Mt. Pleasant
Fiscal Year	2023-24
Total Allocation	$ 43,917
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

The Prop 28 funds were used to institute systematic arts instruction during the school's enrichment block. This was done by a combination of hiring contractors and increasing the amount of hours from our Associate Teachers to cover the period.

Number of full time equivalent teachers (certificated):	0
Number of full-time equivalent personnel (classifed):	0
Number of full-time equivalent teaching aides:	0.9
Number of students served:	231
Number of school sites providing arts education:	1

Link to Reporting Portal

Annual Report

LEA	Voices College-Bound Language Academy at Stockton
Fiscal Year	2023-24
Total Allocation	$ 16,401
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

The Prop 28 funds were used to institute systematic arts instruction during the school's enrichment block. This was done by a combination of hiring contractors and increasing the amount of hours from our Associate Teachers to cover the period.

Number of full time equivalent teachers (certificated):	0
Number of full-time equivalent personnel (classifed):	0
Number of full-time equivalent teaching aides:	0.6
Number of students served:	114
Number of school sites providing arts education:	1

Link to Reporting Portal

Annual Report

LEA	Voices College-Bound Language Academy
Fiscal Year	2023-24
Total Allocation	$ 51,281
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

The Prop 28 funds were used to institute systematic arts instruction during the school's enrichment block. This was done by a combination of hiring contractors and increasing the amount of hours from our Associate Teachers to cover the period.

Number of full time equivalent teachers (certificated):	0
Number of full-time equivalent personnel (classifed):	0
Number of full-time equivalent teaching aides:	0.9
Number of students served:	330
Number of school sites providing arts education:	1

Link to Reporting Portal

Annual Report

LEA	Voices College-Bound Language Academy at Morgan Hill
Fiscal Year	2023-24
Total Allocation	$ 43,542
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

The Prop 28 funds were used to institute systematic arts instruction during the school's enrichment block. This was done by a combination of hiring contractors and increasing the amount of hours from our Associate Teachers to cover the period.

Number of full time equivalent teachers (certificated):	0
Number of full-time equivalent personnel (classifed):	0
Number of full-time equivalent teaching aides:	0.6
Number of students served:	285
Number of school sites providing arts education:	3

Link to Reporting Portal

Annual Report

LEA	Voices College-Bound Language Academy at West Contra Costa County
Fiscal Year	2023-24
Total Allocation	$ 37,582
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

The Prop 28 funds were used to institute systematic arts instruction during the school's enrichment block. This was done by a combination of hiring contractors and increasing the amount of hours from our Associate Teachers to cover the period.

Number of full time equivalent teachers (certificated):	0
Number of full-time equivalent personnel (classifed):	0
Number of full-time equivalent teaching aides:	0.9
Number of students served:	287
Number of school sites providing arts education:	1

Link to Reporting Portal

Coversheet

Periodic review of Voices ESSER III Safe Return to In-person Instruction and Continuity of Services Plan for Voices FS, MP, MH, WCC, and ST

Section: V. Board Business
Item: A. Periodic review of Voices ESSER III Safe Return to In-person Instruction and Continuity of Services Plan for Voices FS, MP, MH, WCC, and ST
Purpose: FYI
Submitted by:
Related Material:
Confirmation_-_ESSER_III_Assurances__CA_Dept_of_Education__-_FS.pdf
Voices_Academies__ESSER_III_Safe_Return_to_In-Person_Instruction_and_Continuity_of_Services_Plan_Revised_January_2022.pdf

ESSER III Assurances

California DEPARTMENT OF EDUCATION

ESSER III was allocated through the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 to assist local educational agencies respond to the 2019 Novel Coronavirus.

Submission Confirmation

Voices College-Bound Language Academy (CDS Code **43694500113662**) successfully completed submission for ESSER III funds on **6/24/2021 1:18:55 PM**.
You may print a copy of this confirmation for your records.

- As a reminder, you are required to create and post a Safe Return to In-Person Instruction and Continuity of Services plan within 30 days of your submittal of these assurances. Additional information about the plan, including how to use an existing plan, is available at: https://www.cde.ca.gov/fg/cr/arpact.asp.
- As a reminder, you are required to develop an ESSER III Expenditure plan by September 30, 2021. Additional information about the Expenditure plan is available at: https://www.cde.ca.gov/fg/cr/arpact.asp.

ESSER III Home
ESSER III search

Voices College-Bound Language Academy

Contact Information

- **If your DUNS number is blank or incorrect, then**
  - please work with your CDS coordinator to update or revise your information. Your CDS coordinator can be found on your LEA's profile on the California School Directory at https://www.cde.ca.gov/schooldirectory.
  - please contact the Charter Schools Division at charters@cde.ca.gov.

LEA:
Voices College-Bound Language Academy
DUNS Number:
800405388
First Name:
Dena
Last Name:

Koren
Job Title:
Finance Consultant, EdTec
E-mail:
dena@edtec.com
Telephone:
(312) 860-1827
Question:
What is your favorite sport?
Answer:
Voices

Certification

The checkbox was selected, certifying that I have read the applicable certifications, assurances, terms, and conditions identified on this grant application and I agree to comply with all requirements as a condition of funding.

On behalf of Voices College-Bound Language Academy, I hereby apply to the California Department of Education for ESSER III funds and agree to all of the following assurances:

PART I: General Assurances for Local Educational Agencies (LEAs)

Voices College-Bound Language Academy will comply with the requirements in Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e):

(1) The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) The control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program;

(4) The LEA will make reports to the State agency or board and to the U.S. Secretary of Education, as requested, as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the LEA will maintain such records, including the records required under Section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of

each program;

(6) Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) In the case of any project involving construction, the LEA will provide reasonable assurances that–

(A) The project is not inconsistent with overall State plans for the construction of school facilities, and

(B) In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

(8) The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects;

(9) None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. (20 U.S.C. 1232e)

PART II: ESSER III Usage of Funds Assurances

Voices College-Bound Language Academy assures that funds will be used in accordance with section 2001(e) of the American Rescue Plan Act of 2021 (ARP Act). Under that Act, LEAs receiving ESSER III funds under this title may use the funds for any of the following:

(1) Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) Shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

(H) Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by—

(i) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) Implementing evidence-based activities to meet the comprehensive needs of students;

(iii) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) Tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

The U.S. Department of Education generally does not consider the following to be an allowable use of ESSER III funds, under any part of 2001: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the state educational agency (SEA) or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

PART III: Programmatic, Fiscal, and Reporting Assurances

Voices College-Bound Language Academy will comply with all of the accountability, transparency, and reporting requirements that apply to the program, which the Governor has already assured.

(1) ARP Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

(2) The LEA receiving ESSER III funds will comply with all reporting requirements. The SEA may require additional reporting in the future, which may include: the uses of funds by the LEAs or other entities and demonstration of their compliance with section 2001(e).

(3) The LEA receiving ESSER III funds will comply with Title 2, Code of Federal Regulations, Section 200.305 that requires sub-grantees to remit interest earned on advances to the federal agency.

(4) The LEA receiving ESSER III funds will comply with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the

establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management.

(5) Each LEA that receives ESSER III funds must submit to the CDE, no later than September 30, 2021, an expenditure plan that contains any information reasonably required by the CDE.

(A) The plan, and any revisions to the plan submitted consistent with procedures established by the CDE, must describe —

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ESSER III funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(v) Any information reasonably required by the CDE.

(B) In developing its ESSER III plan, an LEA must—

(i) Engage in meaningful consultation—

(a) With stakeholders, including: students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(b) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(c) Provide the public the opportunity to provide input and take such input into account.

(ii) An LEA's ARP Act ESSER III plan must be—

(a) In an understandable and uniform format;

(b) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(c) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

(d) Be made publicly available on the LEA's website.

(6) An LEA receiving ESSER III shall develop and make publicly available on the LEA's website, not later than 30 days after completing these assurances, a plan for the safe return to in-person instruction and continuity of services.

(A) An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services—

(i) How it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

(a) Universal and correct wearing of masks.

(b) Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).

(c) Handwashing and respiratory etiquette.

(d) Cleaning and maintaining healthy facilities, including improving ventilation.

(e) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

(f) Diagnostic and screening testing.

(g) Efforts to provide vaccinations to school communities.

(h) Appropriate accommodations for children with disabilities with respect to health and safety policies.

(i) Coordination with State and local health officials.

(ii) How it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

(B) During the period of the ESSER III award established in section 2001(a) of the ARP Act, an LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in person instruction and continuity of services.

(i) In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account.

(ii) If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.

(C) If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (A), the LEA must, pursuant to paragraph (B), revise and post its plan no later than six months after receiving its ESSER III funds to meet the requirements in paragraph (A).

(D) An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent.

(7) As a condition of receiving funds under section 2001 of the ARP Act, a LEA shall not, in fiscal year 2022 or 2023—

(A) Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such LEA by an amount that exceeds—

(i) The total reduction in LEA funding (from combined State and local funding) for all schools served by the LEA in such fiscal year (if any); divided by

(ii) The number of children enrolled in all schools served by the LEA in such fiscal year; or

(B) Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—

(i) The total reduction in full-time equivalent staff in all schools served by such LEA in such fiscal year (if any); divided by

(ii) The number of children enrolled in all schools served by the LEA in such fiscal year.

(8) Paragraph (7) of this part shall not apply to a LEA in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:

(A) Such LEA has a total enrollment of less than 1,000 students.

(B) Such LEA operates a single school.

(C) Such LEA serves all students within each grade span with a single school.

(D) Such LEA demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

PART IV: Other Assurances

Voices College-Bound Language Academy assures that:

(1) The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

(2) With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

(3) Any LEA receiving funding under this program will have on file a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

(4) To the extent applicable, an LEA will include a description of how the LEA will comply with the requirements of Section 427 of GEPA (20 U.S.C. 1228a) in future reports. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

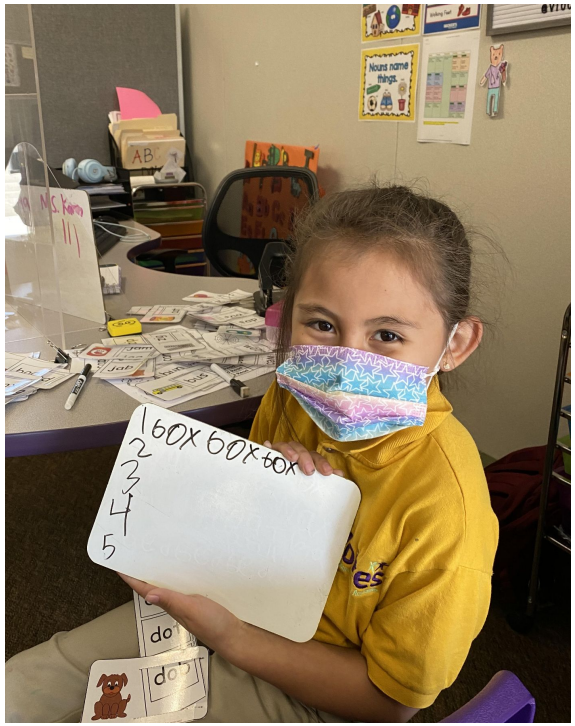
(5) The State will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal

Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER III funds for purposes that are reasonable, necessary, and allocable under the ARP Act.

(6) The State and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Questions: The Federal Stimulus Team | EDReliefFunds@cde.ca.gov

Voices
College-Bound Language Academies



2021-2022 Voices Academies Safe Return to In-Person Instruction and Continuity of Services Plan (ESSER III)

January 2022

Disclaimer

Voices plans are tentative and can be influenced by a number of factors including:

- *Changing health and safety guidelines*
- *Updated guidance from state officials*
- *Resource availability and feasibility of safely reopening schools*

When state or local guidance conflicts, the most stringent guidance shall apply.

School Reentry Plan

The 21-22 Voices Academies School Reentry plan (rev 01/22) replaces the Voices Academies School Reopening Plan (Revised September 2021).

Voices has implemented the following policies:

- Addendum_Covid19 Related Employment Leave Policies
- COVID-19 Face Covering Policy
- Vaccination paid time off
- COVID Addendum to the School Culture Playbook
- Telecommuting Safety Recommendations
- COVID-19 Interim Teleworking Policy and Agreement
- COVID-19 Employee Expense Reimbursement Policy
- COVID-19 Employee Related Employment Leave Policy

Introduction and Overview

We continue to receive official guidance for operating schools from the State of California and the local health departments of each our Voices communities (Santa Clara County, Contra Costa County and San Joaquin County).

There is no perfect approach that will be optimal for everyone, and ultimately we have taken the practical realities of operating a school and the needs of our students, families and staff into consideration. We will continue to be responsive and update our plan as we receive new information or guidance or as the community COVID-19 conditions evolve.

This plan will provide an overview of the following:

- Instructional Model
- General Measures: On campus and classroom procedures
- Healthy Hygiene Practices
- Attendance and Health Screenings
- Student Social-Emotional Well Being
- Cleaning, Disinfection, and Ventilation
- Plan for when a staff member, student or visitor becomes sick

Assumption #1: COVID-19 Transmission

Key scientific findings have important implications for how we think about infection risk and play an important role in guiding our recommendations for preventing transmission in school. Specifically, that COVID-19 transmission in schools is likely to be less widespread than influenza transmission.

Assumption #2: Schools should be prepared for partial or full school closures

As schools prepare to resume in-person instruction, schools should also ensure plans are in place for alternate instruction for students who may need to isolate or quarantine, as well as students who are medically fragile. Schools should also be prepared for the possibility of partial or full school closure, either short-term or for a longer period.

Vaccinations

COVID-19 vaccination among all eligible students as well as teachers, staff, and household members is the most critical strategy to help schools safely resume full operations.

Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection.

- Visit vaccines.gov to find out where teachers, staff, students, and their families can get vaccinated against COVID-19 in the community and promote COVID-19 vaccination locations near schools.

Staff COVID-19 Testing

The California Department of Public Health issued an order that requires all school staff to either show proof of full vaccination for COVID-19 or be tested at least once per week.

The order requires all public schools to verify vaccination for COVID-19 and have a system for tracking vaccinated staff.

Any unvaccinated or incompletely vaccinated staff will be tested at least once weekly.

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General Measures

Healthy Hygiene Practices

Attendance and Health Screenings

Social-Emotional Well Being

Cleaning, Disinfection and Ventilation

Response to COVID-19 Cases

Testing, Reporting and Response to Suspected or Confirmed Cases

Health officials have stated that COVID-19 will be present in our communities for the foreseeable future until the effective vaccines are widely used. We should expect positive cases of COVID-19 just like there will be cases of influenza this flu season.

Following established preventive measures, identification and communication can help maintain a healthy organization and community.

- Voices has a COVID-19 Liaison who is responsible for responding to COVID-19 concerns.

- Unvaccinated staff are required to have a weekly COVID-19 test.

- COVID-19 test will be available for vaccinated staff who wish to be tested.

- Voices will follow the Response to Suspected or Confirmed Cases and Close Contacts Protocol*
- County Health Departments have procedures in place for investigating communicable disease cases. Health Departments and Voices COVID Liaison will conduct contact tracing using classroom rosters and information obtained from school personnel through interviews and in coordination with school officials.

- Students and staff must get tested after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contracts tested positive for COVID-19, per CDC guidance.
- Parents/guardians and staff must notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19

- Students and staff who are fully vaccinated and boosted* may remain on campus as long as they experience no COVID-like symptoms.

*if the individual is not booster eligible but has received both does of Pfizer or Moderna or a single shot of J & J, they meet the fully vaccinated criteria.

- Communication will vary depending on the specific circumstances of a case in a school community. At a minimum, the affected cohort will be notified. Voices will work with the county public health department to determine next steps and communication.
  - In the event of a surge, the County Public Health Department will reach out to the COVID Liaison with additional next steps.

- Documentation of negative test results must be provided to school administration for symptomatic individuals.

- In lieu of a negative test result, symptomatic students and staff may return to work/school with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.

Instructional Model

Voices highest priority is staff and student safety. We are prepared to implement in person instruction that assures safety **and** student learning.

Additionally, Voices is also prepared to pivot back and forth between models as the COVID-19 situations evolves and the CDE allows.

Voices has developed instructional models that facilitate all COVID-19 scenarios:

Phase I - Distance Learning

Phase II - Bridge Slow Ramp Up

Phase III - Hybrid

Phase IV - In Person learning

Independent Studies for Particular Students (AB 130)

Independent Studies (IS) will be available for the following students:

- Students who are medically fragile and would be put at risk by in-person instruction (*long term IS*)
- Students who are isolating or quarantining because of exposure to COVID-19 (*short term IS*)
- IDEA-eligible students with disabilities "shall not participate in independent study, unless the pupil's individualized education program ... specifically provides for that participation." (Ed. Code §51745(c).)

We request that families seeking IS due to medical fragility provide a physician's note supporting such request.

Independent Studies for Particular Students (AB 130)

Independent Studies is **NOT** distance learning. Students will receive *some* synchronous learning time and be assigned independent assignments to complete.

Parents *may* request a conference with school personnel to determine appropriateness of assigning Independent Studies.

Independent Studies for Particular Students (AB 130)

Missed assignments and lack of satisfactory progress triggers evaluation as to whether it is in the best interest of the pupil to remain in Independent Study.

Independent Studies agreements will be reassessed every semester.

General Measures

- All adults and students are required to wear face coverings at school indoors and outdoors regardless of immunization status

- Persons with a medical condition, mental health condition, or disability that prevents wearing a mask as well as persons who are hearing impaired may be exempt from mask requirements

- Persons exempt from wearing a face covering due to a medical condition, must wear a face shields with an appropriate seal (cloth covering extended from the bottom edge of the shield and tucked into the shirt collar)

General Measures

Evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

- ❑ Practice physical distancing when feasible.
- ❑ Physical barriers may be installed where physical distancing is not possible.

- Students must leave campus immediately upon dismissal.
- The school will hold large gatherings (e.g. Plaza, field trips) outdoors or cancel.
- Parents and visitors will have limited access to the school campus.
- When possible, keep student cohorts from mixing.
- Modified emergency drill protocols to maintain physical distancing.

- Signage reminding students and staff about physical distancing will be posted in prominent locations throughout each school campus

- Follow disinfection guidelines developed by the California Department of Public Health and the Centers for Disease Control and Prevention for classrooms, workspaces, outdoor spaces, playgrounds, etc.

- Sites will have an isolation room where symptomatic individuals can remain until they can go home.

Healthy Hygiene Practices

- Students and staff will self-check for symptoms throughout the day. Those who develop signs and symptoms of COVID-19 will be sent home.

- Students will be frequently reminded to avoid touching their face and face covering, and to wash/sanitize their hands often.

- Face coverings and shields should be cleaned and sanitized daily at home.

- Hand-washing stations with soap or 60% ethyl alcohol hand sanitizer will be made available in classrooms and other areas where staff/students are likely to be present.

- Provide adequate student supplies to minimize the sharing of high-touch materials and clean between uses if sharing is unavoidable.

- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.

- Water fountains will be closed. Students must bring a filled water bottle to school each day, clearly labeled with their name.

- All student belongings must be taken home each day (will be disposed of if left)

- Staff will limit communal activities and potlucks or other food sharing.
- Staff break rooms or gathering in any other indoor space for meals is allowed, as long as masks are worn at all times unless eating or drinking.
- Staff professional development will follow all COVID physical distancing protocols when feasible or be delivered virtually.

Attendance and Health Screenings

- Families and staff are required to take temperatures daily before going to school/work. Anyone with a fever of 100.0 or higher should not go to the school site.
- Students and staff are required to also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school or work each day.* Students and staff experiencing those symptoms should not attend school/work.

Attendance and Health Screening

- Voices will keep track of truancy and chronic absenteeism rates. DoC and PLs will work with families of truant students to provide support and resources.
- Voices will implement the Tiered Attendance and Re-Engagement Plan (21-22) for students that are truant, chronically absent or not engaged.

Parent Square Wellness Check

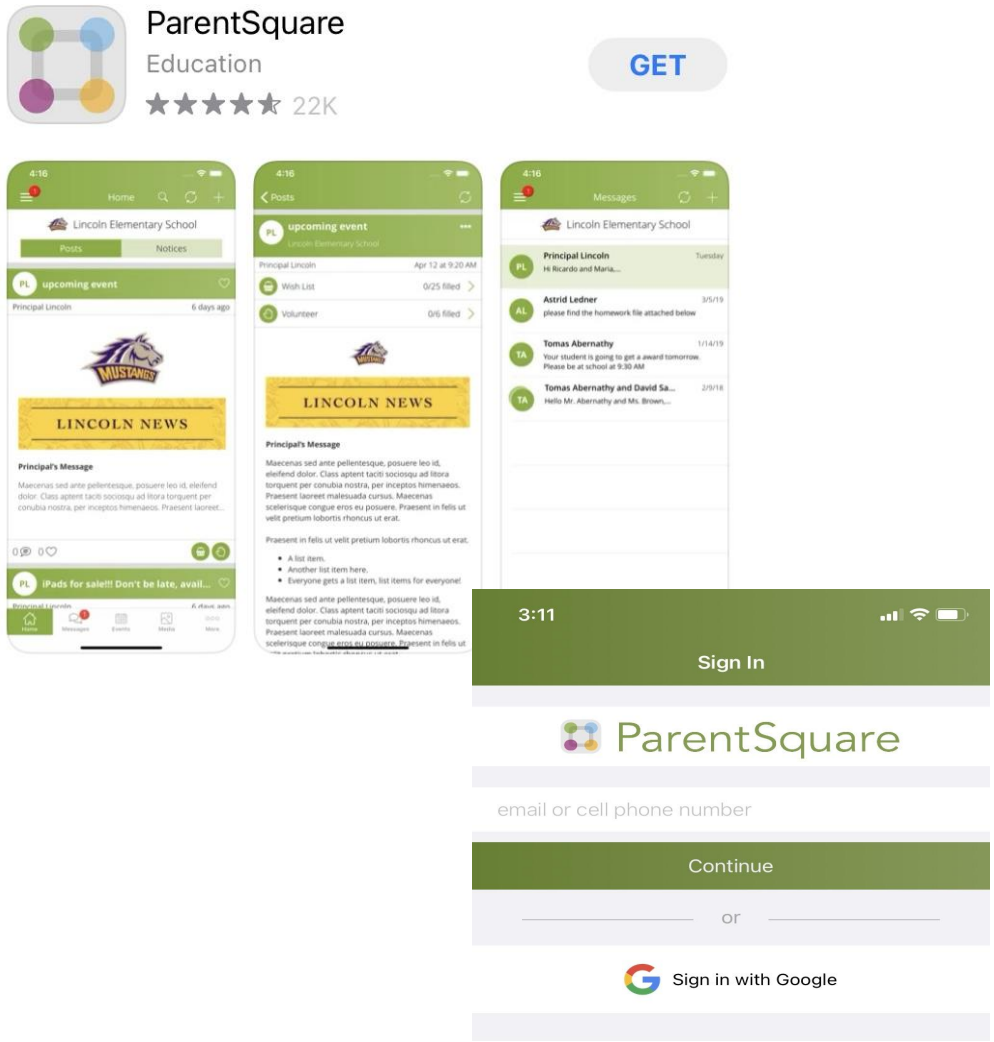
All staff and students are required to complete a daily Wellness Check using Parent Square prior to entering school grounds.

Parent Square Wellness Check

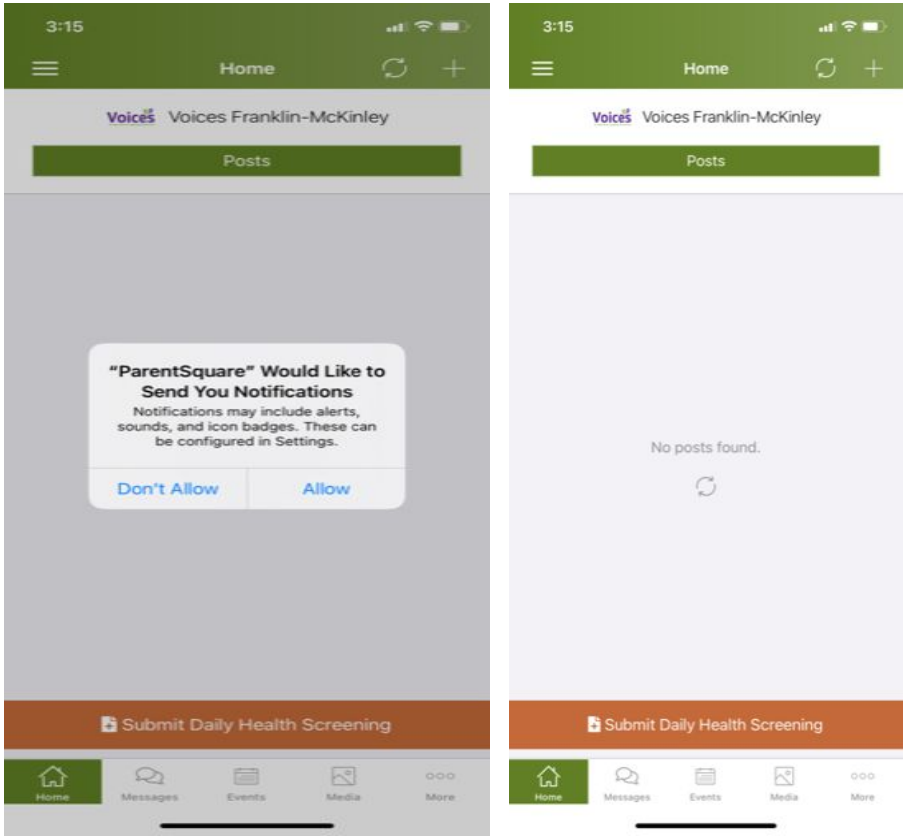
Step 1:

- Download ParentSquare

- Create Login



Parent Square Wellness Check



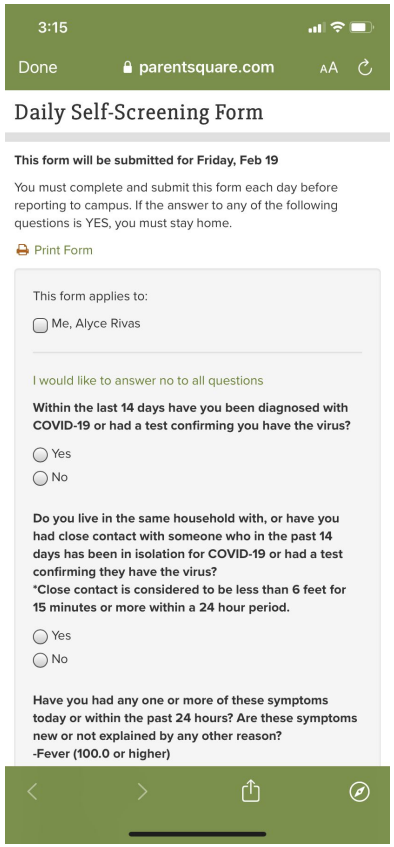
Step 2:

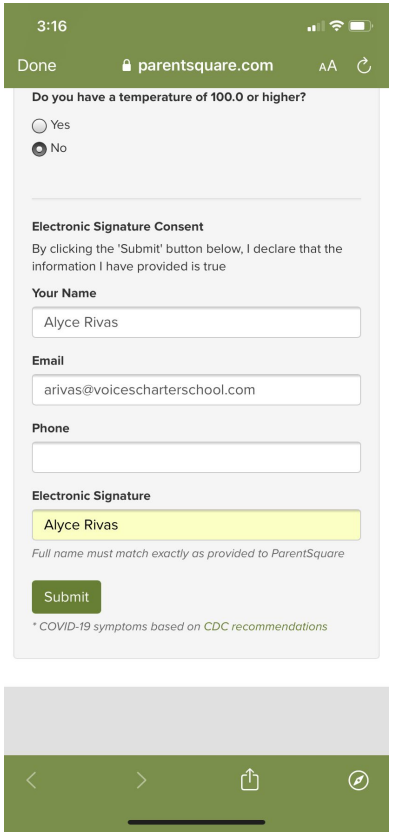
Allow for notifications and you can "Submit Health Screening" at the bottom.

Parent Square Wellness Check

Step 3:

- Complete the questionnaire
- Type your name and phone # at the bottom for confirmation
- Click “Submit” Form





Cleaning, Disinfection and Ventilation

- Staff will clean and disinfect frequently high-touched surfaces within the school at least daily and, as practicable, frequently throughout the day.

- A cleaning and disinfecting schedule is established.

- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates.
- HVAC systems function properly, maximize air exchanges per hour, maximize outdoor air, and are maintained according to the manufacturer's recommendations.

Student Social Emotional Well Being

- Social-emotional learning
- Building relationships
- Community-building activities
- Trauma awareness and response
- Increased access to mental health/wellness services
- Deans of Culture (DoC), Parent Liaisons(PL), and/or counselor will provide referrals to resources.

- Addressing current events and societal issues
- DoC and PL will monitor and support student participation / attendance.
- DoC/PL will use a Tiered system for reaching out to the most at-risk students and families.
- Provide parent trainings and workshops.
- Assess students as needed for 504 accommodations.

Appendix,
FAQ,
Glossary,
References

What if someone has been diagnosed with COVID-19, or is waiting for test results, or has cough, fever, or shortness of breath, or other symptoms of COVID-19?

Stay home until it is safe to be around others. This means 24 hours with no fever (without fever-reducing medication) and symptoms improved, and 10 days since symptoms first appeared. If you live with others, stay in a specific “isolation room” or area and away from other people or pets. Use a separate bathroom, if available.

Staff or students should contact their personal medical provider if a return-to-school/work clearance note is needed since individual health situations may vary.

If a parent is diagnosed with COVID-19, will their student need to self-isolate before returning to school? How will the schools know when the student is okay to return?

If a student or staff has a household member that tests positive for COVID-19, the student will be ordered to quarantine at home based on if they are fully vaccinated or unvaccinated. The county health department may issue an order with explicit instructions on quarantine and details on its expiration. If needed, the county health department may provide clearance letters at the end of isolation/ quarantine.

Are gloves required?

Gloves are not recommended for use by students or staff, except for those conducting duties such as cleaning, first aid, medical procedures, or food services.

Will extensive classroom cleaning be performed if a student or teacher is diagnosed with COVID-19?

Yes. Voices will follow the established guidelines put forth by CDC and local health departments.

Glossary

Contact- an individual that has been within 6 ft. of an infected person for 15 cumulative minutes or longer over a 24 hour period, from two days prior to symptoms starting.

Exposure- a close encounter with a confirmed or probable COVID-19 case.

Glossary

Synchronous- Live instruction (done in person or virtually)

Asynchronous- Recorded online instruction or independent online assignments

Distance Learning - also known as online learning, virtual learning, remote learning

Appendix

Voices Health Screening for Students and Staff Checklist

Ask these questions. A person who answers "Yes" to any one of these questions must not b allowed to enter the school facility.

1. **Within the last 10 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?**

   Yes – STAY HOME and seek medical care.

2. **Within the past 14 days , have you had close contact with, someone who has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.**

   Yes – STAY HOME and seek medical care and testing.

3. **a. Have you had any one or more of these symptoms today or within the past 3 days?**

   - Fever or chills
   - Cough
   - Loss of taste or smell
   - Shortness of breath or difficulty breathing

   Yes – STAY HOME and seek medical care and testing.

   b. Have you had any one or more of these symptoms today or within the past 3 days and that are <u>new or not explained</u> by another reason?

   - Fatigue
   - Muscle or body aches
   - Headache
   - Sore throat
   - Nausea, vomiting, or diarrhea

   Yes – STAY HOME and seek medical care and testing.

Response to Confirmed or Suspected COVID-19 Cases and Close Contacts Protocol

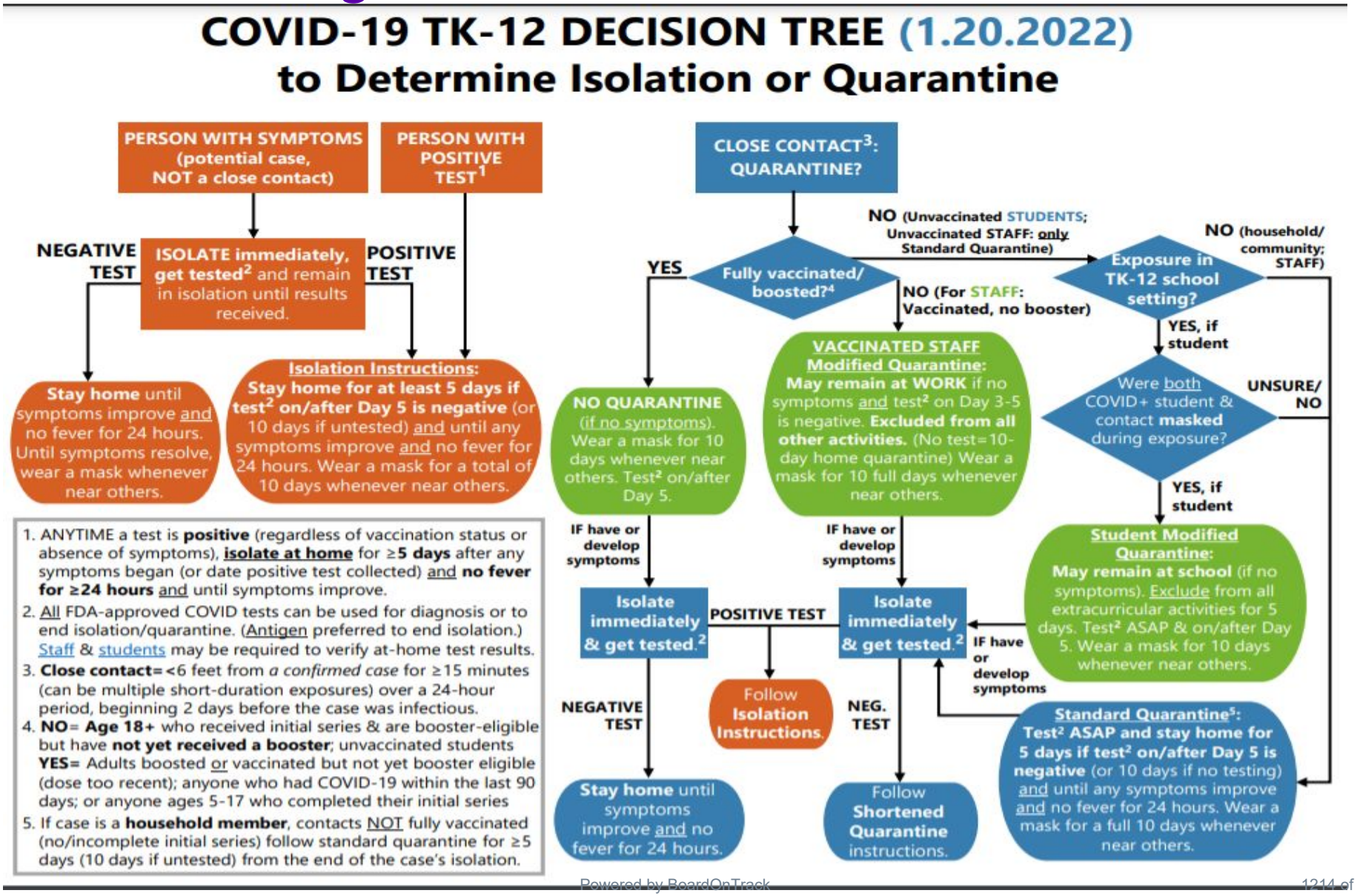
Quick Guide: Confirmed or Suspected COVID-19 Case or Close Contacts in TK-12 Setting

Scenario	Steps to Take Immediately	Understanding Results	Returning to Program
Scenario 1: Individual exhibits one or more COVID-19 symptoms, regardless of vaccination status For more information, see the TK-12 School Exposure Close Contact Decision Tree	• Send student/staff home and recommend a COVID test immediately. • Notify school administration and COVID-19 Designee. • Classroom stays **open** while awaiting result. • *If student/staff not tested, instruct to isolate for 10 days. No test/note needed to return to school.*	• If test is negative, student/staff must stay at home until symptoms improve and at least 24 hours after fever goes away. • If test is positive, case must isolate at home for at least 10 days after the first symptoms started and at least 24 hours after fever resolution and other symptoms improve. Send relevant notification letters.	• If test is negative, can return to school 24 hours after fever goes away and other symptoms improve; must bring **proof of negative test** or medical note to explain why not tested. • If **positive**, can return once the full 10-day isolation period is completed. If so, **no test or medical note needed**.
Scenario 2: Child or staff is a Close Contact* of someone who tested positive for COVID-19 *Fully vaccinated contacts do not need to quarantine if they remain asymptomatic and tests are negative.* A close contact is someone who was: • **within 0-6 feet** of the COVID-positive person (with or without a mask) • exposed **for at least 15 minutes*** • exposed **when the person could spread the infection** (starts 2 days before they had symptoms or tested positive)	• Consult TK-12 School Exposure Close Contact Decision Tree for guidance; give relevant testing & quarantine instructions. • Notify school administration and COVID-19 Designee, if requested by Designee. • Request that test results, especially for contacts who are symptomatic or fully vaccinated or who qualify for modified quarantine, be reported to the school ASAP. • Any contacts who are fully vaccinated or who qualify for modified quarantine can *remain on campus* while awaiting testing. • Send relevant notification letters.	• If test is negative, test again on/after Day 5 of quarantine and continue to monitor for symptoms. If symptoms develop, isolate and test immediately. • If case is a household member, contact's quarantine starts immediately & extends for 7 or 10 days (depending on test results) from the end of case's isolation. • If test is positive, isolate for at least 10 days from date of positive test or, if symptomatic, 10 days from symptom onset AND ≥24 hours after resolution of fever AND other symptoms improve.	• Return to school once required quarantine period and testing is completed (per TK-12 School Exposure Close Contact Decision Tree). • If completed a full 10-day quarantine, **no test results needed** to return. • For contacts to remain on campus or qualify for shortened quarantine, they need to **provide negative test results** from on/after Day 5 promptly. • *Regardless of test results, all should continue to monitor for symptoms and follow recommended interventions (masking, hand-washing) for14 days after exposure.*
Scenario 3: A student or staff member, regardless of vaccination status, tests positive for COVID-19 in a cohort or non-cohort setting For more information, see the TK-12 School Exposure Close Contact Decision Tree	*GENERAL* – Classroom remains **open** Case: •Send home with instructions to isolate. Contacts: • Use seating chart/roster & staff/student input to identify close contacts and send them home. Then follow SCENARIO 2. • Notify school administration and COVID-19 Designee. *IF explicitly maintaining cohorts:* Case: • Send home with instructions to isolate. Contacts: • Send home all members of the group cohort and any other in-program close contacts. Then follow SCENARIO 2.	Case: • For child/staff whose test is positive, isolate for at least 10 days after symptoms started AND at least 24 hours after fever goes away AND other symptoms improve. (If the person never had symptoms, isolate for 10 days after the date of their positive test.) Contacts: FOLLOW SCENARIO 2	Case: • Return to school/work once full isolation period is completed. • **No test results or medical note are needed to return.** Contacts: FOLLOW SCENARIO 2
Scenario 4: Routine COVID-19 screening (no symptoms, not a close contact)	• After a screening test, the person can continue at the program/work until results are available.	• If negative, no action needed. • If positive, FOLLOW SCENARIO 3.	• If negative, can go to program/work. No test results needed. • If positive, FOLLOW SCENARIO 3.

*Close contact can be 15 minutes of contact all at once OR repeated contact with the infected person that adds up to 15 minutes or more in a 24-hour period. Being considered a close contact does not depend on whether the contact or the infected person were wearing face coverings during the time they were in contact.

9/25/21

Isolation and Quarantine Guidelines While Awaiting and Receiving COVID-19 Test Results



Staff Specific Considerations

- Staff received information about the use of available leaves related to COVID-19.
- Non-vaccinated employees are required to get a COVID-19 test each week.
- Staff will be encouraged to limit use of high-touch, non-essential appliances and materials (bring your own coffee, water, lunch in a cooler bag vs. using the fridge, limit use of microwave, etc.)
- Staff will be encouraged to have lunch outdoors maintaining social distancing or in their classroom.
- Staff will be asked to wipe down shared equipment (copy machine, microwave, etc.) with disinfecting wipes before/after each use.

References

California Department of Public Health August 2, 2021 Letter

California Department of Public Health K-12 Schools Guidance 2021-2022 Questions and Answers

CDC Guidance for COVI-19 Prevention in K-12 Schools

COVID School Grid

UCSF - HEARTS Trauma Informed Principles for Promoting School and Community Success

COVID-19 Industry Guidance

Coversheet

Update to the ELOP Plan

Section: V. Board Business
Item: C. Update to the ELOP Plan
Purpose: Vote
Submitted by:
Related Material: Fee Policies ELOP 2024-2025.pdf

Program Plan (ELOP / ASES):

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Voices provides a rigorous academic program for students, founded on a Si Se Puede attitude that guides our schools. Additionally, Voices embraces a Mayan phrase, In Lak'ech, which means "I am you, you are me". This is reflected in our strong community, and sense of family, in which we work together, believe in strength in unity, and that together we can all achieve. These values will be integral in the ELO program, and the BGCSV will be included in our familia, acting as a support for our students, and a member of our school community.

All Voices students (TK-6th) will be offered, and provided access, to ELO programs in ways which are culturally and linguistically appropriate. Additionally, all communication, meetings, and information will be provided to families in both Spanish and English. Celebrations from the cultures our students represent–Latino, American, and beyond.

Programs will be available without cost to students who qualify for Free and Reduced Price Meals (FRPM), or are foster/homeless youth, in accordance with state guidelines.

All students deserve a safe and supportive environment to attend afterschool, and that is the intent of Voices and BGCSV. ELO-P will provide access to all Voices students, TK-6th grade, regardless of background, culture, learning style. Voices and BGCSV recognize the value in the many backgrounds and experiences our families bring to our shared school community. BGCSV has committed to providing staff to act as positive role models, fostering this strong sense of community, and supporting our students in culturally and linguistically responsive ways.

Voices Expanded Learning Coordinator and the Director of Special Populations will work with BGCSV Coordinators to identify and remove barriers through reasonable accommodations, so that students may have equitable access to the ELO program.

All Sites:

Fee Payment Terms

1. All families enrolled in EL FARO should fill out a Free & Reduced Lunch form (Meal Application) as part of their enrollment for program. If a FRPM application has already been turned into the

school, this can be used to meet this requirement. FRPM meal applications must be completed annually, at the start of each school year. These meal forms also help our school receive funding, so they are very important. Only one needs to be completed for each year, so if you have already done this, thank you!

2. All requests for withdrawal from the program must be made in writing to the Expanded Learning Coordinator or EL FARO Director, and include a final date of attendance.
3. Filling out a Free & Reduced Price Meal Application, or enrollment packet, does not guarantee enrollment. Confirmation of space and registration will be provided by the Expanded Learning Coordinator within 10 school days of the completed packet being turned into the school office.

Coversheet

Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School

Section: V. Board Business
Item: D. Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School
Purpose:
Submitted by:
Related Material:
2024 Summary of Compensation and Survey Data for Chief Executive Officer.pdf

Voices
College-Bound Language Academies

Summary of Compensation Survey Data for CEO

Staff Report

June 2023

Due Diligence

The Board must review comparable compensation practices to ensure compliance with IRS restrictions on excess compensation.

Summary of Findings

Summary includes compensation levels received by educational leaders in California Districts or high performing charter schools.

- The average compensation package is approximately $348,901.
- The range of base salary is $271,000 to $324,430.

Factors

Salaries can range based on many factors such as

- experience,
- tenure,
- student population,
- staff size, and
- location of charter school, etc.

COA

Salaries attained through publicly available data or the EdFuel, KIPP, & CSGF Compensation Study were from the 2022 calendar year. Conservatively we have added 5% for each year to reach updated figures for the 2024-2025 school year.

- The average compensation package with inflation is approximately $391,321.
- The average base salary is $325,081.

24-25 School Year*

Making Waves Academy (Contra Costa County)	
CEO	
Total Compensation Package	$442,392.93
Base Salary	$358,226.58
Other Compensation (Benefits and Retirement)	$84,166.35
Saratoga Union Elementary (Santa Clara County)	
Superintendent	
Total Compensation Package	$377,604.68
Base Salary	$294,939.15
Other Compensation (Benefits and Retirement)	$82,665.53
Morgan Hill Unified (Santa Clara County)	
Superintendent	
Total Compensation Package	$391,189.91
Base Salary	$329,509.00
Other Compensation (Benefits and Retirement)	$61,680.91
Franklin McKinley Elementary (Santa Clara County)	
Superintendent	
Total Compensation Package	$380,654.55
Base Salary	$296,459.79
Other Compensation (Benefits and Retirement)	$84,194.76
Kipp Bay Area Schools (San Francisco, Santa Clara, and Alameda Counties)	
Total Compensation Package	$355,567.80
Base Salary	$330,704.85
Other Compensation (Benefits and Retirement)	$24,862.95
Equitas Academy Charter (Los Angeles County)	
CEO	
Total Compensation Package	$400,520.40
Base Salary	$340,651.50
Other Compensation (Benefits and Retirement)	$59,868.90

*22-23 salaries with added 5% for each year to reach updated figures for the 2024-2025 school year. Kipp and Equitas data is from 2021 with the adjusted inflation.

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Voices
College-Bound Language Academies