Voices College-Bound Language Academies

Board Meeting

Board Meeting

Date and Time

Tuesday June 24, 2025 at 3:00 PM PDT

Location

6840 Via del Oro. Ste. 205, San Jose, CA. 95119
4313 Miranda Ave., Palo Alto, CA. 94306
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
16505 Monterey Rd, Morgan Hill, CA. 95037
40 Henderson PA, Palo Alto, CA 94306
16990 Barnell Ave., Apt A, Morgan Hill CA, 95037
2803 S Norton Ave., Los Angeles, CA 90018

Instructions For Presentations To The Board By Parents and Citizens
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Agenda

		Purpose	Presenter
I.	**Opening Items**		
	Opening Items		
A.	Record Attendance		Felipe Deguer
B.	Call the Meeting to Order		Kim Wisckol
C.	Public Comment (on items not on the Agenda)		Kim Wisckol
	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 3-17-25	Approve Minutes	
B.	Approve Minutes 3-24-25	Approve Minutes	
C.	Approve Minutes 6-05-25	Approve Minutes	
D.	Approve Voices Academies Employee Handbook for 25-26	Vote	
E.	Approve Contracts	Vote	

1. Ratification of Consulting/Brokerage Services Agreement with Benchmark Realty Advisors
2. K2A (Architect - Schematic Building Design)
3. Hohbach-Lewin (Structural Engineer – Seismic Upgrades)
4. Anla Associates (Landscape Architect – Landscaping, Playground, and Exterior), Underwood & Rosenblum (Civil Engineer – Paving, Grading, Drainage)
5. Amendment and Ratification of Independent Contractor Agreement for Jose Duran 6 2025

	Purpose	Presenter

6. Amplify / mCLASS California Grades K-2 1yr DIBELS 8th Ed Annual Student License - 1yr (2025-2026)
7. Keenan & Associates / Broker

F.	Approve FMSD and Voice College-Bound Language Academies MOU	Vote	
G.	Approve Update to All School Safety Plan : The School Safety Plan Has Been Updated to Include the Instructional Continuity Plan Pursuant to Senate Bill 153 and California Education Code Section 32282		

III. 25-26 Local Indicators Review and LCAP Approval

A.	"Flagship" (FS) Review of Local Indicators and 25-26 LCAP Approval	Vote	Ellyn Magaña

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 5, 2025.

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

B.	Morgan Hill (MH) Review of Local Indicators and 25-26 LCAP Approval	Vote	Ellyn Magaña

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 5, 2025.

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C.	Mount Pleasant (MP) Review of Local Indicators and 25-26 LCAP Approval	Vote	Ellyn Magaña

		Purpose	Presenter

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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 5, 2025.

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D. West contra Costa (WCC) Review of Local Indicators and 25-26 LCAP Approval — Vote — Ellyn Magaña

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 5, 2025.

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

E. Stockton (ST) Review of Local Indicators and 25-26 LCAP Approval — Vote — Ellyn Magaña

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 5, 2025.

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

IV. Finance/Budget

A. 2025-26 Budget – Review, discussion, and approval of budget for the 25-26 school year (each school separately) — Vote — Nicholas Mawad

Voices Flagship
Voices Morgan Hill
Voices Mount Pleasant
Voices West Contra Costa

		Purpose	Presenter
	Voices Stockton		
B.	Approval of 2025-26 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	Nicholas Mawad
C.	Approval of 2024-25 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	Nicholas Mawad
D.	Approval of 2025-26 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	Nicholas Mawad
E.	Approval of FY25 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	Nicholas Mawad

V. Board Business

A.	Board Annual Meeting and Retreat	Discuss	Kim Wisckol
B.	Voices Compensation Philosophy and Process	FYI	Aldo Ramirez
C.	Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School	Vote	Aldo Ramirez

		Purpose	Presenter
VI.	**Closed Session**		
A.	Public Employment Gov. Code § 54957.6 Title: Chief Executive Officer	Discuss	
VII.	**Reconvene Open Session**		
A.	Report on action taken in closed session	FYI	Kim Wisckol
VIII.	**Closing Items**		
A.	Adjourn Meeting	Vote	Kim Wisckol

Coversheet

Approve Minutes 3-17-25

Section: II. Consent Items
Item: A. Approve Minutes 3-17-25
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on March 17, 2025

APPROVED

Voices College-Bound Language Academies

Minutes

Special Board Meeting

Date and Time
Monday March 17, 2025 at 8:30 AM

Location
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
16505 Monterey Rd, Morgan Hill, CA 95037
40 Henderson PA, Palo Alto, CA 94306
4313 Miranda Ave., Palo Alto, CA 94306
6840 Via Del Oro #160 San Jose, CA 95119
225 W. Santa Clara Street, Suite 1500, San Jose, CA 95113
16 Elston Court, San Carlos, CA 94070
2803 S Norton Ave., Los Angeles, CA 90018
16990 Barnell Ave., Apt A, Morgan Hill CA, 95037
1381 South First St., San Jose CA, 95110

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Directors Present
A. Miller, D. Koren, K. Wisckol, M. Ruiz, P. Carreño (remote), S. Rocha, S. Sandoval

Directors Absent
J. Nguyen

Guests Present
A. Ramirez, F. Deguer

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

K. Wisckol called a meeting of the board of directors of Voices College-Bound Language Academies to order on Monday Mar 17, 2025 at 8:30 AM.

C. Approve Order of Agenda

S. Sandoval made a motion to Approve Order of Agenda.
D. Koren seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

No public comments were received.

II. Board Business: Discussion/Action Items

A. Approve Declaration of Needs (DONs) for all School Sites

D. Koren made a motion to Approve the Declaration Of Needs for All Sites.
P. Carreño seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Carreño	Aye
K. Wisckol	Aye

Roll Call

J. Nguyen	Absent
S. Sandoval	Aye
A. Miller	Aye
S. Rocha	Aye
D. Koren	Aye
M. Ruiz	Aye

A. Miller made a motion to move agenda item II B to after Closed Session.
S. Sandoval seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Carreño	Aye
K. Wisckol	Aye
D. Koren	Aye
S. Sandoval	Aye
S. Rocha	Aye
A. Miller	Aye
J. Nguyen	Absent
M. Ruiz	Aye

III. Reconvene Open Session

A. Report on action taken in closed session

Kim Wisckol reconvened the open session and reported that no action was taken in the closed session.

B. Establishment of a Board Facilities Working Group

S. Sandoval made a motion to to establish an Executive Board Facilities Committee, authorized by the Board to approve the purchase of 2354 Andrade Avenue in Richmond, California, in the event that the full Board can't meet for a Special Board meeting.
A. Miller seconded the motion.
Based on the nature of the subject, this item was moved to the close session to be discussed and then relocated to the agenda by motion to be moved and voted on after the close session item.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
P. Carreño	Aye
J. Nguyen	Absent
M. Ruiz	Aye
S. Sandoval	Aye
K. Wisckol	Aye
S. Rocha	Aye
D. Koren	Aye

IV. 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 9:30 AM.

Respectfully Submitted,
K. Wisckol

Coversheet

Approve Minutes 3-24-25

Section: II. Consent Items
Item: B. Approve Minutes 3-24-25
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on March 24, 2025

APPROVED

Voices College-Bound Language Academies

Minutes

Special Board Meeting

Date and Time
Monday March 24, 2025 at 9:15 AM

Location
6840 Via del Oro, Ste. 205 San Jose, CA. 95119
1381 South First St, San Jose, CA. 95110
2675 Middlefield Road, Suite A, Palo Alto, CA. 94306
4313 Miranda Ave., Palo Alto, CA. 94306
225 W. Santa Clara Street, Suite 1500, San Jose, CA. 95113
16990 Barnell Ave., Apt A, Morgan Hill, CA. 95037
40 Henderson, Palo Alto Ca.
2803 S. Norton Av. LA, CA. 90018
715 Hellyer Ave., San Jose, CA. 95111
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Directors Present
A. Miller, D. Koren, K. Wisckol, M. Ruiz, P. Carreño (remote), S. Rocha, S. Sandoval

Directors Absent
J. Nguyen

Guests Present
A. Ramirez, F. Deguer, J. Mata

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

K. Wisckol called a meeting of the board of directors of Voices College-Bound Language Academies to order on Monday Mar 24, 2025 at 9:17 AM.
K. Wisckol made a motion to Call Meeting to order.
S. Sandoval seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
M. Ruiz	Aye
S. Rocha	Aye
S. Sandoval	Aye
P. Carreño	Aye
K. Wisckol	Aye
D. Koren	Aye
J. Nguyen	Absent

C. Approve Order of Agenda

S. Sandoval made a motion to Approve Order of Agenda.
S. Rocha seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
M. Ruiz	Aye
D. Koren	Aye
S. Rocha	Aye
K. Wisckol	Aye
J. Nguyen	Absent
A. Miller	Aye
P. Carreño	Aye

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

No public comments were received.

II. Closed Session

A. Start Close Session

Kim Wisckol initiated the closed session.

III. Reconvene Open Session

A. Report on action taken in closed session

Kim Wisckol reconvened the open session and reported that no action was taken in the closed session.

IV. 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 10:15 AM.

Respectfully Submitted,
K. Wisckol

Coversheet

Approve Minutes 6-05-25

Section: II. Consent Items
Item: C. Approve Minutes 6-05-25
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 5, 2025

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

Date and Time
Thursday June 5, 2025 at 3:00 PM

Location
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Directors Present
J. Nguyen, K. Wisckol, M. Ruiz, S. Rocha, S. Sandoval

Directors Absent
A. Miller, D. Koren, P. Carreño

Guests Present
A. Ramirez, F. Deguer

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

K. Wisckol called a meeting of the board of directors of Voices College-Bound Language Academies to order on Thursday Jun 5, 2025 at 3:11 PM.

C. Approve Order of Agenda

The WCC Presentation will be postponed to the next board meeting.
S. Sandoval made a motion to To approve the order of the agenda after discussion changes.
S. Rocha seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

K. Wisckol	Aye
A. Miller	Absent
J. Nguyen	Aye
S. Sandoval	Aye
S. Rocha	Aye
P. Carreño	Absent
D. Koren	Absent
M. Ruiz	Aye

D. Public Comment

No public comments where received.

II. LCAP Public Hearing

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

Aldo Ramirez presented information for updating the LCAP to commence the 2025 - 2026 School year.

B. Flagship LCAP Hearing

No public comments were received.

C. Morgan Hill LCAP Hearing

No public comments were received.

D. Mount Pleasant LCAP Hearing

No public comments were received.

E. West Contra Costa LCAP Hearing

No public comments were received.

F. Stockton LCAP Hearing

No public comments were received.

III. Consent Items

A. Approve Minutes

S. Sandoval made a motion to approve the minutes from Special Board Meeting on 04-22-25.
S. Rocha seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Carreño	Absent
A. Miller	Absent
S. Sandoval	Aye
S. Rocha	Aye
K. Wisckol	Aye
M. Ruiz	Aye
D. Koren	Absent
J. Nguyen	Aye

B. Approve Minutes

S. Sandoval made a motion to approve the minutes from Board Meeting on 03-06-25.
S. Rocha seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Ruiz	Aye
K. Wisckol	Aye
A. Miller	Absent

Roll Call

D. Koren	Absent
J. Nguyen	Aye
S. Rocha	Aye
S. Sandoval	Aye
P. Carreño	Absent

C. 2025-2026 Family Handbook

S. Sandoval made a motion to approve Item.
S. Rocha seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Koren	Absent
P. Carreño	Absent
J. Nguyen	Aye
S. Sandoval	Aye
S. Rocha	Aye
A. Miller	Absent
K. Wisckol	Aye
M. Ruiz	Aye

D. Updates to Policies

S. Sandoval made a motion to approve Item.
S. Rocha seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Nguyen	Aye
P. Carreño	Absent
M. Ruiz	Aye
D. Koren	Absent
S. Rocha	Aye
S. Sandoval	Aye
A. Miller	Absent
K. Wisckol	Aye

E. Approve J-13 A for Voices Stockton, Morgan Hill, Flagship, Mt.Pleasant, and WCC

S. Sandoval made a motion to approve Item.
S. Rocha seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Ruiz	Aye
J. Nguyen	Aye
S. Rocha	Aye

Roll Call

P. Carreño	Absent
S. Sandoval	Aye
K. Wisckol	Aye
D. Koren	Absent
A. Miller	Absent

F. Contracts Approvals for the 2025 - 2026 School Year

S. Sandoval made a motion to approve Item.
S. Rocha seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Absent
K. Wisckol	Aye
P. Carreño	Absent
M. Ruiz	Aye
S. Rocha	Aye
D. Koren	Absent
J. Nguyen	Aye
S. Sandoval	Aye

G. Contract Ratifications

S. Sandoval made a motion to approve Item.
S. Rocha seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

M. Ruiz	Aye
S. Rocha	Aye
J. Nguyen	Aye
S. Sandoval	Aye
D. Koren	Absent
K. Wisckol	Aye
P. Carreño	Absent
A. Miller	Absent

IV. Material Revision for Voices West Contra Costa

A. Material Revision for Voices West Contra Costa

Jaime Mata went over the Voices WCC Material Revisions.
S. Sandoval made a motion to approve Voices WCC Material Revisions.
S. Rocha seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Carreño	Absent
A. Miller	Absent
S. Sandoval	Aye
K. Wisckol	Aye
D. Koren	Absent
J. Nguyen	Aye
S. Rocha	Aye
M. Ruiz	Aye

V. CEO Organization Updates

A. Organization Updates: Shifts in Organizational Structure

Aldo Ramirez provided an update and shared detailed information about the Network and organizational structure.

VI. Academic Work Group Updates

A. Academic Work Group Updates

Ellyn Magana provided the Academic Work Group Updates.

VII. Declaration of Needs

A. Declaration of Needs

Felipe explained why the Declarations of Need needed to be added and approved at a regularly scheduled Board Meeting.
S. Sandoval made a motion to approve Flagship's DON.
S. Rocha seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Rocha	Aye
A. Miller	Absent
P. Carreño	Absent
S. Sandoval	Aye
K. Wisckol	Aye
M. Ruiz	Aye
J. Nguyen	Aye
D. Koren	Absent

S. Sandoval made a motion to approve Mount Pleasant's DON.
S. Rocha seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

K. Wisckol	Aye

Roll Call

S. Rocha	Aye
J. Nguyen	Aye
M. Ruiz	Aye
S. Sandoval	Aye
P. Carreño	Absent
D. Koren	Absent
A. Miller	Absent

S. Sandoval made a motion to approve Stockton's DON.

S. Rocha seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Miller	Absent
P. Carreño	Absent
D. Koren	Absent
S. Rocha	Aye
S. Sandoval	Aye
M. Ruiz	Aye
K. Wisckol	Aye
J. Nguyen	Aye

S. Sandoval made a motion to approve West Contra Costa's DON.

S. Rocha seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

D. Koren	Absent
J. Nguyen	Aye
S. Rocha	Aye
M. Ruiz	Aye
A. Miller	Absent
P. Carreño	Absent
K. Wisckol	Aye
S. Sandoval	Aye

S. Sandoval made a motion to approve Morgan Hill's DON.

S. Rocha seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Sandoval	Aye
J. Nguyen	Aye
K. Wisckol	Aye
D. Koren	Absent
A. Miller	Absent
P. Carreño	Absent
M. Ruiz	Aye
S. Rocha	Aye

VIII. Closed Session

A. Public Employee Performance Evaluation- CEO (Pursuant to Gov. Code Section 54957(b)(1).)

B. CONFERENCE WITH LEGAL COUNSEL--EXISTING LITIGATION

C. CONFERENCE WITH LEGAL COUNSEL--EXISTING LITIGATION

IX. Reconvene Open Session

A. Report on action taken in closed session

Nothing to report from closed session.

X. Closing Items

A. Adjourn Meeting

J. Nguyen made a motion to adjourn the meeting.
M. Ruiz seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
D. Koren	Absent
J. Nguyen	Aye
P. Carreño	Absent
S. Rocha	Aye
A. Miller	Absent
S. Sandoval	Aye
M. Ruiz	Aye
K. Wisckol	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:14 PM.

Respectfully Submitted,
K. Wisckol

Coversheet

Approve Voices Academies Employee Handbook for 25-26

Section:	II. Consent Items
Item:	D. Approve Voices Academies Employee Handbook for 25-26
Purpose:	Vote
Submitted by:	
Related Material:	Final DRAFT for PDF 2025-2026 Voices Employee Handbook.docx.pdf

College-Bound Language Academies

FINAL DRAFT

Employee Handbook

2025-2026

Voices Flagship "AKA Franklin McKinley" 715 Hellyer Ave. San Jose, CA 95111 (408) 361-1960	Voices Morgan Hill 16505 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700	Voices Mount Pleasant 14271 Story Rd. San Jose, CA 95127 (408) 571-6404
Voices Stockton 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	Voices West Contra Costa 201 28th St. Richmond, CA 94804 (510) 480-0540	El Zocalo (Central Office) 6840 Via del Oro Suite 205 San Jose CA 95119

Website: www.voicesacademies.org

El Centro

Under Review

ACKNOWLEDGMENT OF RECEIPT OF THE 2025-2026
EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT AN ELECTRONIC SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES WITHIN 5 DAYS OF STARTING EMPLOYMENT WITH VOICES OR WITHIN 5 DAYS OF YOUR RETURN TO THE NEW SCHOOL YEAR

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 School Leadership and/or Human Resources.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of Voices' 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 Network.

I understand that other than the Board of Directors of Voices College-Bound Language 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.

Employee's Signature: _____ Date: _____

Under Review

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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" or “Voices Academies”), we would like to welcome you to our community of learners in pursuit of an excellent education for all students. 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 (PLC) driven by student learning and parents/guardians 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 and policies. 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**. 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 Voices, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of Voices 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 Voicesl 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.

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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 Network. 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 or Network 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 or Network 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' students.

All employees of the Network are required to adhere to the following dress code unless given prior approval by the Principal or Supervisor:

- No Jeans (unless worn in a more formal manner i.e., with blazer, belt, and dress shoesJeans may not be ripped or torn in any manner.
- 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, muscle shirts, halter tops, exposed backs or midriffs, low cut tops and see-through garments are not permitted
- Open-toe shoes,flip-flops or backless shoes are not allowed at school sites. Business appropriate open-toe shoes may be worn at central office (El Zocalo) given children are not present.
- Slippers or house shoes are not appropriate at school sites or central office (El Zocalo) use.
- 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 or Supervisor.
- 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 result to disciplinary action up to and including termination

Prohibited Conduct

Voicesl 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 Voices. 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 Voices. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the Voices Network.

1. Release of confidential information without authorization
2. Recording the work time of another employee or allowing any other employee to record your work time, or falsifying any time card, either your own or another employee's
3. Possession of or reporting to work while under the influence of alcohol or illegal drugs and/or controlled substances
4. Theft or deliberate or careless damage or destruction of any company property, or the property of any employee or contractor
5. Intentional destruction of property
6. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property ,of School property or Voices central office property
7. Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
8. Engaging in sabotage or espionage (industrial or otherwise)
9. Falsification, fraud or omission of pertinent information when applying for a position
10. Any intentional act that endangers the safety, health or wellbeing of another individual
11. Horseplay, fighting or instigating a fight on Voices Academies premises or during Voices' authorized events.
12. Participating in practical jokes on company time or on company premises.
13. Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
14. Unauthorized use or misuse of company equipment, time, materials or facilities as specified in company policies;
15. Misuse or unauthorized use of School property, equipment, facilities, materials or funds
16. Removing or borrowing company property without prior authorization.
17. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
18. Gambling on School premises
19. Using or possession of firearms, weapons or explosives of any kind, while on Voices Academies remises or during Voices' aurthorized events.
20. Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
21. Unprofessional conduct
22. Failure to comply with the School's safety procedures

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23. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management or proper authority. manager or proper authority.
24. Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily; including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
25. 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.
26. Posting any notices on School premises or Voices offices without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
27. 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.
28. Tampering with or falsifying student record;
29. Use of profane, abusive or threatening language at any time on company premises;
30. Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School or Network.
31. Violations of federal, state or local laws affecting Voices or your employment with the Voices
32. Violating company punctuality and attendance policies (neither absences protected by state or federal law nor protected paid sick time under California law count as violations of this policy;
33. Refusal to speak to supervisors or other employees.
34. Dishonesty, immoral or indecent conduct.
35. Violations of the Policy Prohibiting Discrimination, Harassment, and Retaliation.
36.
37. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
38. Failing to obtain permission to leave work for any reason during normal working hours, not including rest and meal period;
39. Failure to keep a required license, certification or permit current and in good standing
40. 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
41. Unreported absence of any scheduled workdays
42. Unauthorized use of School equipment, materials, time or property
43. Working unauthorized overtime or refusing to work assigned overtime
44. Abuse of leave
45. Excessive absenteeism or tardiness, excused or unexcused.
46. Sleeping or malingering on the job
47. 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

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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.

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.

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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.

<u>Acceptable and Unacceptable Staff/Student Behavior</u>

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.

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.
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);
- 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."

Internal Complaints

(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

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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 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.

<u>Eligibility</u>

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.

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

<u>Payroll Withholdings</u>

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.

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

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

<u>Purpose</u>

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.

Eligibility Consideration

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 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 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.

Teacher Work Schedule

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:

Holidays	
July 4 (Admin and Team Z)	Independence Day
Sept 1 (All staff)	Labor Day
Oct 13 (All staff)	Indigenous Peoples' Day,
Nov. 11 (All staff)	Veterans Day
Nov. 27 (All staff)	Thanksgiving
Dec. 25 & 26 (All staff)	Christmas
Jan. 1 (All staff)	New Year's Day
Jan. 19 (All staff)	Martin Luther King Jr.
Feb. 16 (All staff)	Presidents' Day
March 31 (All staff)	Cesar Chavez Day
May 25 (All staff)	Memorial Day
June 19 (Admin and Team Z only)	Juneteenth

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 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.

Floating Holiday

All employees will receive 24 hours of floating holiday time. Floating Holidays are paid days off where each employee can decide when to take these dates (i.e. Floating Holidays may be taken by an employee for cultural purposes or other personal necessity including recognized religious holidays that require observance of the particular day. Employees must request the day off in advance by written notice to the employee's Supervisor. 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 sick 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 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. All full-time employees working on a twelve (12) month schedule will receive an eighty (80) hours of paid sick leave per full year of employment at the start of the school year. Full-time employees working on an eleven (11) month schedule will receive seventy two (72) hours of paid sick leave per full year of employment at the start of the school year. Full-time employees on at least a ten (10) month schedule shall receive sixty four (64) hours per full year of employment. Employees who start into the school year will receive a prorated amount based on their assignment and the portion of a full year worked.

Unused, sick leave does not carry over from year-to-year and is not paid out upon separation from employment.

Sick leave requests by eligible employees must be for a minimum of one (1) hour. Employees are not allowed to draw against unearned 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 will 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 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.

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 Team Z 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 school-site administrative and El Zocalo ("Team Z") 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, Student Services Manager, and Instructional Coaches.

Full-time Team Z staff will receive eighty (80) hours of paid vacation at the start of each year. Regular full-time school-site administrative staff will receive eighty (80) hours of paid vacation each year as of July 1st. 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 shall be coordinated and cleared 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. It is expected that vacation will be scheduled as early as possible in the year and at least 2 weeks in advance and must be approved by your direct manager.

An employee whose employment terminates will be paid for unused vacation hours. An employee whose employment ends prior to the end of the school year will be paid for vacation hours on a prorated basis proportional to time worked. In the event that employment ends prior to the end of the year, and an employee's used vacation time is 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.

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 Human Resources.

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.

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 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.

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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.

- 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

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.

Pregnancy Disability Leave of Absence

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

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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.
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.

<u>Industrial Injury Leave (Workers' Compensation)</u>

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.

<u>School Appearance and Activities Leave</u>

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.

Tuberculosis Test

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

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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.

<u>Reporting an Injury</u>

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 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 Contracts

Section: II. Consent Items
Item: E. Approve Contracts
Purpose: Vote
Submitted by:
Related Material:
Consulting:Brokerage Services Agreement with Benchmark Realty Advisors.pdf
K2A Schematic Design Contract 6 2025.pdf
Hohbach-Lewin 6 2025.pdf
Anla Associates Underwood & Rosenblum Contract 6 2025.pdf
Amplify Caminos Contract 6 2025.pdf
JDuran Contract Amendment 6 2025.pdf
Keenan & Associates : Broker Agreement 6 2025.pdf

CONSULTING/BROKERAGE SERVICE AGREEMENT

This Consulting/Brokerage Services Agreement ("Agreement") is entered into and made effective on the date signed below between Elizabeth Sanborn Falcon, dba Benchmark Realty Advisors ("CONSULTANT") and Voices College-Bound Language Academies ("VOICES").

SCOPE OF WORK/SERVICES TO BE PERFORMED:

(a) Manage the acquisition process for the property at 2345 Andrade Avenue, Richmond, CA. Review and comment on all related documentation, including but not limited to purchase agreement, seller disclosures, and title report. Identify and manage required consultants, work with the City of Richmond Planning Department to determine the applicable zoning and other land use requirements related to Voice's occupancy.

(b) Prepare and process the use permit application for the 2354 Andrade Avenue property required by the Richmond Planning Department. Assemble all documentation on the attached list of application requirements as well as any additional requested documentation or information. Manage all related consultants (architect, structural engineer, traffic consultant, etc.) Negotiate with the Richmond Planning Department on any related conditions of approval.

(c) Identify all potential alternative sites within the Mt. Pleasant Elementary and Stockton Unified School District attendance areas suitable for relocation of the Story Road and/or Stockton school and, if requested by Voices negotiate purchase or lease terms acceptable to VOICES.

COMPENSATION:

(a) Services related to the acquisition of the 2345 Andrade property will be $37,000 (2% of the purchase price.) Consultant will submit an invoice to escrow to be paid at closing.

(b) Compensation for services related to the use permit application for the Andrade property will be billed at a monthly rate of $4,425. The billing will begin when Voices directs Consultant to begin preparation of the application and will end when the use permit is issued. Any partial month will be prorated. There will be no billing for any month where there is little or no activity on the application.

(c) Compensation for the services related to the Mt. Pleasant and Stockton searches will be on a speculative basis wherein Consultant will first look to the property owner for a real estate brokerage fee. In the event there is not a fee available from the property owner, Voices and Consultant will negotiate an appropriate fee. On a purchase, the typical acquisition fee is 5% of the purchase price. On a lease the typical acquisition fee is 5% of the rent payments for the first 5 years and 2.5% for the balance of the term. The fee for a property identified by Voices will be 3% of the purchase price or 3% of the first 5 years rental payments and 2% for the balance of the term.

TERMINATION: This Agreement may be terminated by either party upon written notice to both the street addresses and e-mail addresses shown below. CONSULTANT will submit a final billing within ten (10) days of termination.

CHANGES TO AGREEMENT: Any changes to the scope of work or compensation are to be agreed upon in writing between CONSULTANT AND VOICES.

CONSULTANT WARRANTIES: CONSULTANT represents and warrants the following:

(a) CONSULTANT is a licensed real estate Broker in the State of California and shall maintain such license in good standing during the Term.

(b) CONSULTANT does not have, to the best of her knowledge, any relationship with the owner of any property that would create a conflict of interest with CONSULTANT'S performance of her responsibilities hereunder.

(c) CONSULTANT shall not enter into any brokerage or consulting agreement during the Term hereof that could create a conflict of interest with CONSULTANT'S performance of her responsibilities hereunder.

APPLICABLE LAW: This Agreement shall be governed by the laws of the State of California.

NOTICES: Any notices required or permitted hereunder shall be given by certified mail, facsimile, overnight courier or e-mail addressed as set forth below:

CONSULTANT: Benchmark Realty Advisors
900 E. Hamilton Avenue, Suite 100
Campbell, CA 95008
Attn: Elizabeth Sanborn Falcon
esanborn@pacbell.net
408-885-1110
831-402-3900 (mobile)

VOICES: Voices College-Bound Language Academies
6840 Via Del Oro, Suite 205
San Jose, CA 95119
Attn: Jaime Mata
703-475-2341
jmata@voicescharterschool.com

BENCHMARK REALTY ADVISORS

BY: Elizabeth Sanborn Falcon
Elizabeth Sanborn Falcon

DATE: 6/10/125

VOICES

BY : _____
Jaime Mata

DATE: 6/12/2025

CITY OF RICHMOND
PLANNING DIVISION
Phone: (510) 620-6706
Fax: (510) 620-6858

450 Civic Center Plaza
Richmond, California 94804-1630
P.O. Box 4046
www.ci.richmond.ca.us/planning

USE PERMIT - CONDITIONAL, ADMINISTRATIVE & TEMPORARY

Application Submittal Checklist

The following materials are required at minimum in order to submit a conditional use permit application. Additional materials may be required by the Community Development Director depending on the complexity of the project.

☐ **PLANNING APPLICATION FORM**

☐ **PLANNING AND ENVIRONMENTAL REVIEW FEES**

☐ **PROJECT DESCRIPTION**

- Describe in detail the existing and proposed uses of the property.
- If there will be retail alcohol sales, provide a copy of the application that has been filed with the State Department of Alcoholic Beverage Control.
- State whether the proposed use involves any hazardous materials as defined by Richmond Municipal Code Section 15.04.820.020. If so, describe the amount and level of hazard presented by the substances; safety measures that are proposed; potential for odors and toxic fumes; maximum number of people and amount of land and structures which would be at risk in the event of an accident; location of the site in relation to identified areas or special areas of environmental concern such as water courses, water wells, underground aquifers, or fish and wildlife habitats; and location of the site in relation to designated routes for the transportation of hazardous substances.
- State the estimated employment and building occupancy.
- State the proposed days and hours of operation.
- List all improvements involved with the proposed use.
- Explain why the proposed use would be compatible with the area.

☐ **SUBMITTAL PLANS REQUIRED FOR INITIAL REVIEW**

- 1 full-sized set of plans at 24” by 36”
- 1 reduced-sized set of plans at 11” by 17” or 8.5” by 11”

☐ **TITLE SHEET** - Include:

- Title block with the project name, address, assessor’s parcel number and contact information
- Project description with proposed scope of work
- Vicinity map with north arrow, project location and major cross streets
- Data table with the general plan designation, zoning district, lot size and lot width, as well as the existing and proposed total floor area, building height, percent lot coverage, and number of parking spaces

☐ **SITE PLAN** (1’-0” = 1/10” min. scale) - Show:

- Property boundaries and dimensions
- Footprints, dimensions and setbacks of existing/proposed structures
- Adjacent streets, sidewalks, curbs, curb cuts, driveways, parking spaces, walks and landscaping
- Existing/proposed trash enclosures and storage areas
- Existing/proposed fences and fence heights
- Existing/proposed mechanical equipment
- Easements and waterways, if any

☐ **FLOOR PLAN** (1’-0” = 1/8” min. scale) - Provide a floor plan of all existing/proposed floors with all rooms, dimensions and floor sizes labeled.

☐ **PHOTO EXHIBIT -** Provide an exhibit with several photos of the subject site and buildings on abutting properties. Label all photos with addresses. Photos may also be included as a separate sheet on the project plans.

- PLANNING DIVISION USE -	
Project:	Notes:
Location:	
Staff :	
Date:	

ARCHITECTURE + INTERIORS

June 10, 2025

Jaime Mata, COO
Voices College Bound Academies
6840 Via Del Oro, Suite 160
San Jose, CA 95119

RE: Agreement for Architectural Services
201 28th Street, Richmond, CA

Jaime:

K2A Architecture + Interiors is pleased to submit the following amendment to our original proposal, dated April 15, 2025, for architectural and engineering services for 2354 Andrade Avenue, Richmond, CA.

I. SCOPE OF WORK
- Preliminary/schematic design and other architectural and engineering services for renovation of an existing church site to become a new school for younger children.
- Schematic level design and submittal for preliminary review by the City of Richmond's Planning Department.
- Additional site design to include the option for two portable classroom buildings.
- Coordination with testing agency, general contractor and structural engineer for execution and completion of selective demolition, testing, and repair work in support of the building structural assessment.
- Collaboration with General Contractor for pre-construction services including construction phasing and scheduling.

II. COLLABORATING PROFESSIONALS
- Underwood & Rosenblum, Inc., Civil Engineers, under other agreement
- ANLA Associates, Inc., Landscape Architects, under other agreement
- Hohbach-Lewin, Inc., Structural Engineers, under other agreement

III. NOT INCLUDED UNDER THE AGREEMENT
- Topographic survey
- Mechanical, electrical, plumbing fire alarm, and IT work
- Construction and building permit documents

251 Rhode Island Street, Suite 202 San Francisco CA 94103
1212 Broadway, Suite 1700 Oakland CA 94612
tel 415.487.6900 www.k2architects.com

ARCHITECTURE + INTERIORS

IV. COMPENSATION FOR PROFESSIONAL SERVICES

- Compensation for architectural services shall be on a Time & Materials basis per current K2A Billing Rates

V. REIMBURSABLE EXPENSES

- The following expenses shall be reimbursed at 1.10 times the actual cost that we may incur in order to expedite the work:
  a. Expense of reproductions, postage and handling of Drawings, Specifications, and other documents
  b. Collaborating professionals
  c. Travel to site and car rental

Very truly yours,
K2A Architecture + Interiors

Steve Kolm
Principal

Accepted by

_____

Jaime Mata, COO
Voices College Bound Academies

Attached:

251 Rhode Island Street, Suite 202 San Francisco CA 94103
1212 Broadway, Suite 1700 Oakland CA 94612
tel 415.487.6900 www.k2architects.com

K2A
ARCHITECTURE
+ INTERIORS

K2A HOURLY RATES AS OF JANUARY 1, 2023

Position	Hourly Rate
Principal	$225
Project Manager	$185
Job Captain	$165
Designer	$145
Interior Designer	$165

K2A 555 DeHaro, Suite 380 San Francisco CA 94107
tel 415.487.6900 fax 415.487.6909 www.k2architects.com

K2A
ARCHITECTURE
+ INTERIORS

June 10, 2025

Jaime Mata, COO
Voices College Bound Academies
6840 Via Del Oro, Suite 160
San Jose, CA 95119

RE: Agreement for Architectural Services
201 28th Street, Richmond, CA

Jaime:

K2A Architecture + Interiors is pleased to submit the following proposal for the structural assessment of the existing building to be renovated, located at 2354 Andrade Avenue, Richmond, CA.

I. SCOPE OF WORK
- Structural assessment of the existing church building to be renovated to a new school as described in the attached proposal from the structural engineer.

II. COLLABORATING PROFESSIONALS
- Hohbach-Lewin, Inc., Structural Engineers

III. NOT INCLUDED UNDER THE AGREEMENT
- All work outside of the structural assessment
- Site work

IV. COMPENSATION FOR PROFESSIONAL SERVICES

Hohbach-Lewin	$15,000
K2A Mark-up	$ 1,500
Total	$16,500

V. REIMBURSABLE EXPENSES
- The following expenses shall be reimbursed at 1.10 times the actual cost that we may incur in order to expedite the work:

251 Rhode Island Street, Suite 202 San Francisco CA 94103
1212 Broadway, Suite 1700 Oakland CA 94612
tel 415.487.6900 www.k2architects.com

ARCHITECTURE + INTERIORS

a. Expense of reproductions, postage and handling of Drawings, Specifications, and other documents
b. Collaborating professionals
c. Travel to site and car rental

Very truly yours,
K2A Architecture + Interiors

Steve Kolm
Principal

Accepted by

_____

Jaime Mata, COO
Voices College Bound Academies

Attached: Hohbach-Lewin's proposal, Revised June 9, 2025

251 Rhode Island Street, Suite 202 San Francisco CA 94103
1212 Broadway, Suite 1700 Oakland CA 94612
tel 415.487.6900 www.k2architects.com

HOHBACH-LEWIN, INC. STRUCTURAL & CIVIL ENGINEERS

"Timely Solutions Based On Timeless Principles"

June 6, 2025
Revised June 9, 2025

K2A
Tyson Schwarten
251 Rhode Island Street, Suite 202
San Francisco, CA 94103
tyson.schwarten@k2a.com

Project: Voices College-Bound Languages Academies
2354 Andrade Avenue, Richmond, CA 94804
Hohbach-Lewin project 18885B

Subject: Proposal Structural Engineering Consulting Services

Dear Tyson,

Thank you for providing us this opportunity to provide structural engineering consulting services for the above reference project.

Per your e-mail dated May 22, 2025 and our phone conversation dated May 23, 2025, we understand that the scope of this project is to provide a voluntary seismic and gravity assessment of the building. The existing building was being used as a church and will be converted to a TK-1st grade facility. From the as-built drawings you have sent us, we have determined the building was constructed in 3 phases and we have limited information on all phases. Due to the lack of complete as-built information, we will require that selective demo of finishes be done in order to view and determine existing framing configurations and will require limited destructive demo in certain areas to determine the strength of materials.

We propose the following associated fees for the scope detailed below:

Assessment: $15,000

- Markup drawings showing what areas need to be exposed and specify what as-built information is required in order to determine structural component configuration, material confirmation, testing for material strength and material properties. (a preliminary markup is attached here)
- We assume a Code required full seismic upgrade of the building is not required due to a change in Risk category.
- Once all as-built information is received, produce SD level sketches showing required structural upgrades.
- We assume that a third party will be obtaining field information and marking up drawings for our use.

We hope this proposal meets your needs. Please do not hesitate to contact us should you have any questions regarding this proposal. To authorize us to provide these services please sign below where indicated. This document and the attached General Conditions can then constitute our agreement and authorization to proceed.

PRINCIPALS:
DOUGLAS HOHBACH S.E.
DAN LEWIN S.E.
JOAQUIM ROBERTS S.E.
ANTHONY LEE S.E.
SAM SHIOTANI S.E.
LES TSO S.E.
KEVIN MORTON S.E.

ASSOCIATE PRINCIPALS:
STUART LOWE S.E.
MICHAEL RESCH S.E.

SENIOR ASSOCIATES:
VICKY RUNDORFF S.E.
GREG RODRIGUES S.E.
EDDIE HUI S.E.
STACY GADDINI S.E.

ASSOCIATES:
BRIAN HO S.E.
PHYLLIS MAK S.E.
MOHAMED IBRAHIM S.E.
MOLLY SOUKHASEUM S.E.
BRENT CRAWFORD S.E.
KYLE HAAS S.E.

DIRECTOR OF CIVIL ENGINEERING:
BILL HENN

Sincerely,

Dan Lewin, S.E., LEED AP
Principal

Kristine Narum, P.E.
Project Engineer

Proposal and General Condition accepted by the responsible billing party:

Signature: _____

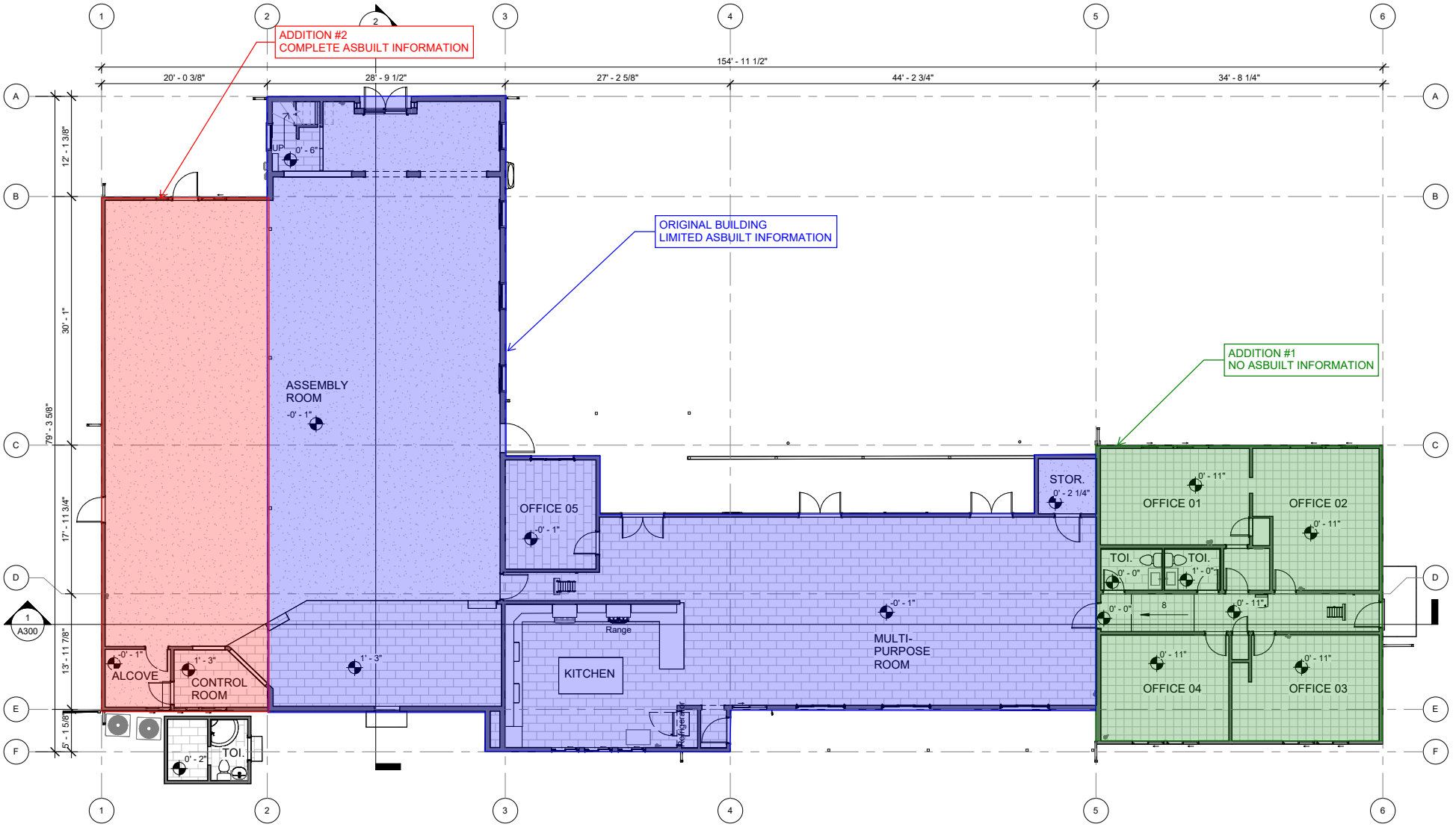
Date: _____

Billing Address: _____

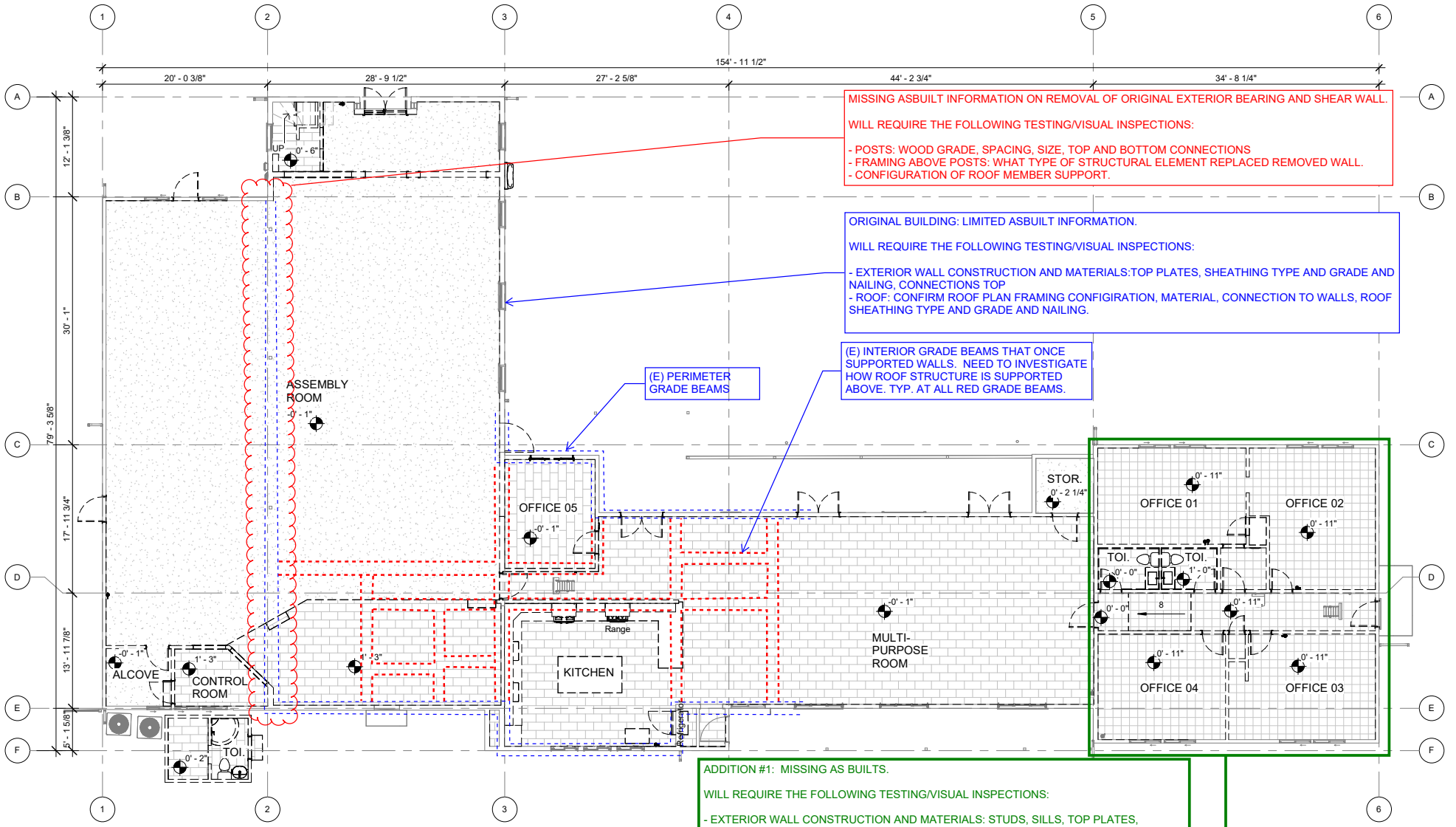
_____

Phone: _____

Attachment: General Conditions, Preliminary Plan Markups of As-built information Required.



1 CONSTRUCTION PHASES



1 PRELIMINARY AS-BUILT INFORMATION REQUIREMENTS

Hohbach-Lewin, Inc.
General Conditions

I. Scope of Agreement

The parties to this Agreement are: Hohbach-Lewin, Inc. (Including: all Hohbach-Lewin, Inc. employees and Hohbach-Lewin, Inc. sub-consultants) and the party to whom the proposal letter is addressed, herein called the CLIENT. All provisions contained herein are applicable to the services and work product provided to the CLIENT and described within the proposal letter from Hohbach-Lewin, Inc. to the CLIENT.

The agreement is defined as the proposal letter from Hohbach-Lewin, Inc. addressed to the CLIENT dated June 6, 2025, along with this statement of General Conditions and is referred to as the Basic Services Agreement (BSA). The BSA is the entire agreement between Hohbach-Lewin, Inc. and the CLIENT and there are no other agreements or representations between these parties except as formally amended at some future point of time. (Both parties to this agreement must sign formal amendments.)

II. Standard of Care

Services performed by Hohbach-Lewin, Inc. under the BSA are expected by CLIENT to be conducted in a manner consistent with and limited to the skill and level of care that is ordinarily exercised by members of the structural engineering profession performing similar services under similar circumstances at the place and time the services are being performed (the Standard of Care). Under no circumstances is any warranty, expressed or implied, made in connection with the providing of structural engineering consulting services other than meeting the Standard of Care.

III. Items to be furnished to Hohbach-Lewin, Inc. by the CLIENT

Unless specifically agreed otherwise, the CLIENT shall furnish the following information or items to Hohbach-Lewin, Inc.:

A. Written Geotechnical Report including all applicable foundation design recommendations.
B. Description of site conditions, including, topographic boundary and utility surveys, existing structures, etc.
C. Special design loads or considerations that are not explicit building code requirements.

IV. Exclusions

Structural design services as described within the proposal letter will be provided for the Primary Structural System. Unless specifically stated otherwise, services that are not necessary to the design of the Primary Structural System are not included in the BSA. Such services include but are not limited to:

A. Structural Design Services related to secondary structural elements and their attachments. Secondary structural elements are elements that are structurally significant for the function they serve but that do not contribute to the strength or stability of the primary structural system.
B. Structural design of site-work elements exterior to and non-contiguous with the building such as retaining walls, culverts and bridges, landscape features such as benches, fountains, pools, signs, etc.
C. Review of design drawings or specifications prepared by others to determine adequacy of anchorage of non-structural or secondary structural elements.
D. Special dynamic analysis or floor vibration response analysis for footfall or vibratory equipment.
E. Field investigation of existing buildings and structures including surveys of existing construction, on or adjacent to the site.
F. Preparation of documents for bid alternates.
G. Special inspections as defined by the state adopted building code.
H. Establishing design criteria for designing or making field observations of shoring for building excavations or underpinning of adjacent structures.
I. Filing application for and/or obtaining a building permit.
J. Cost estimating and/or quantity take-offs.
K. Preparation of “as-built” or record set of drawings after completion of the project.
L. Responding to questions from third party engineering reviews. Lenders, insurance companies and potential buyers often conduct these reviews.

V. Additional Services

Additional services are services that are not included in the scope of work described in this Basic Services Agreement.

The following items are considered additional services and shall be billed on a labor and expenses basis per our standard billing rates in effect at the time of service in addition to fees quoted for basic services. Written notification will be given before proceedings with any additional services.

A. Services resulting from additions or changes in magnitude of the project scope as described and agreed to under the Basic Services Agreement.
B. Redesign to reduce construction cost or to respond to third party comments after the design development phase is completed.
C. Redesign services required by major changes in architectural design after the design development phase has been completed.
D. Redesign services requested to accommodate particular construction materials, methods or sequences.
E. Structural design services related to Secondary Structural Elements and their attachments.
F. Services resulting from corrections or revisions required because of construction deviations from the work specified within the contract documents.
G. Design services related to re-designs necessitated by discovery of existing conditions which are different from conditions shown on original drawings or assumed existing conditions.

VI. Compensation

A. Invoices will be submitted monthly based on terms quoted within the proposal letter, and on the services rendered up to date of invoice issue. Invoices are due upon receipt. Invoices are considered past due fifteen calendar days after invoice issue date.

B. All past due accounts are subject to a late charge of one percent per month based on the outstanding balance.

VII. Reimbursable Expenses

Reimbursable expenses are in addition to the fees quoted within the Basic Services and include actual expenditures made by Hohbach-Lewin, Inc. in the interest of the project. They shall be billed at 1.1 times the direct cost and are payable monthly as incurred. Reimbursable costs include, but are not limited to the following:

A. The cost of reproduction of all documents produced at the CLIENT’s request for the project’s behalf.
B. Travel expenses for site visits.
C. Fees and charges for services contracted on the project’s behalf authorized by the CLIENT.
D. Expenses for materials authorized by the CLIENT and purchased on the project’s behalf.
E. Messenger and other special delivery services.

VIII. Payments Withheld

No deductions shall be made from Hohbach-Lewin Inc.’s compensation on account of claims of penalty, liquidated damages, and/or negligent errors or omissions in performance of professional services performed by Hohbach-Lewin, Inc. under this agreement except pursuant to a mediated agreement, an award rendered in a proceeding in accordance with the Construction Industry Rules of the American Arbitration Association, or judicial award.

IX. Right to Suspend Services

If the CLIENT fails to make payment when due for services and expenses, Hohbach-Lewin, Inc. may, upon seven days written notice to the CLIENT, suspend performance of services under this agreement. Unless Hohbach-Lewin, Inc. receives payment in full within seven days of the date of the notice; the suspension shall take effect without further notice. In the event of a suspension of services, Hohbach-Lewin, Inc. shall have no liability to the CLIENT for delay or damage caused the CLIENT because of such suspension of services.

X. Ownership and Use of Documents

Documents, calculations, and electronic media produced by Hohbach-Lewin, Inc. under this agreement are instruments of service and shall remain the property of Hohbach-Lewin, Inc. They shall not be used for any purpose or project except as defined within the BSA, without express written agreement and appropriate compensation to Hohbach-Lewin, Inc.

XI. Termination of Proposed Agreement

This agreement may be terminated by either party upon written notice to the other party in the event of a substantial failure of performance of such other party, or if the project should be abandoned or indefinitely postponed. In the event of such termination, Hohbach-Lewin, Inc. shall be compensated for all services performed plus any sums due for Authorized Additional Services and Reimbursable Expenses incurred prior to such termination. Any dispute regarding termination shall, along with all other issues, be resolved in accordance with the Dispute Resolution section of this Agreement.

XII. Verification of Existing Conditions

Inasmuch of the construction in or adjacent to existing buildings requires that certain assumptions be made regarding existing conditions, and because some of these assumptions may not be verifiable without expending additional sums of money, or destroying otherwise adequate or serviceable portions of the building, the CLIENT will hold harmless, Indemnify and defend Hohbach-Lewin, Inc. from and against any and all claims arising out of actions taken based on assumptions made regarding existing conditions.

XIII. Limitation of Liability

Hohbach-Lewin, Inc. and its representatives shall be released, protected, and held harmless from any liability, claims, losses, or damages arising out of the Project, excepting only those arising out of Hohbach-Lewin, Inc.'s sole negligence, willful misconduct, or breach of contract. To the maximum extent permitted by law, the CLIENT agrees to limit Hohbach-Lewin, Inc.'s liability to $200,000.

XIV. Consequential Damages

Notwithstanding any other provision of this Agreement, Neither party shall be liable to the other party or any third party for any consequential damages that may arise from the project.

XV. Dispute Resolution

Claims, disputes or other matters in question (other than collection of past due fees owed Hohbach-Lewin, Inc. for services rendered under this agreement or its amendments) between parties to this agreement arising out of or relating to services rendered and/or the work product provided under this agreement shall be subject to mediation exclusive of legal counsel under the auspices of a recognized neutral third party professional mediation service or other mediation method acceptable to the parties prior to undertaking any other dispute resolution action. The cost of the mediation service shall be borne equally by both parties. A demand for mediation shall be made within thirty days after the claim, dispute, or matter in question has arisen.

In the event of a lawsuit between the parties under this agreement, such lawsuit shall be filed and tried only in a court of competent jurisdiction within Santa Clara County, California. California law shall apply to any such proceeding. Attorney fees for suits brought by Hohbach-Lewin, Inc. for purposes of enforcing payment provisions of the BSA shall be borne by the prevailing party in that suit.

XVI. Incomplete Services

The CLIENT acknowledges and agrees that the design of the project can not and will not be complete, nor can unavoidable design errors, omissions, ambiguities, and conflicts be identified and resolved, until all identified services, including construction phase services, have been performed in full by Hohbach-Lewin Inc. Further, the CLIENT understands the risk of loss resulting, from, among other things, an increase in the misinterpretation, inappropriate modification, and misuse of the plans and specifications if Hohbach-Lewin, Inc. is not retained or is otherwise deprived of its ability to clarify and refine the design by conducting on-site observation of the work in progress, and interpreting, modifying, and correcting the plans and specifications as construction progresses.

In consideration of the foregoing, if the CLIENT elects not to retain Hohbach-Lewin, Inc. to provide construction support services, the CLIENT shall indemnify and hold harmless Hohbach-Lewin, Inc. from and against any and all claims, suits, demands, liabilities, losses, and costs arising out of or in any way connected with the modification, misinterpretation, or misuse of the plans and specifications by the CLIENT or others, excepting only those losses for which Hohbach-Lewin, Inc. is found solely liable by a formal court action.

XVII. Force Majeure

Hohbach-Lewin, Inc. will not be responsible or liable for any delays in performance, failure of performance, or additional costs incurred by CLIENT related to any force majeure event, or delays caused by the CLIENT or its agents, or for any other cause beyond the reasonable control of Hohbach-Lewin, Inc.

XVIII. Standard Billing Rates

The following are Hohbach-Lewin, Inc. current personnel hourly billing rates:

Title	Hourly Rate
Principal	$260.00 - $270.00
Associate Principal	$250.00 - $260.00
Senior Associate	$210.00 - $250.00
Associate	$180.00 - $210.00
Senior Structural Engineer	$180.00 - $200.00
Project Structural Engineer	$170.00 - $185.00
Project Engineer	$145.00 - $185.00
Design Engineer	$120.00 - $145.00
Staff Engineer	$110.00 - $120.00
Revit Technician	$120.00 - $140.00
Senior CAD Technician	$125.00 - $140.00
CAD Technician	$100.00 - $120.00
Engineer in Training	$100.00
Clerical	$ 95.00
Plots	$ 5.00 per sheet
Automobile	$ 0.70 per mile (federal rate)

K2A
ARCHITECTURE
+ INTERIORS

June 10, 2025

Jaime Mata, COO
Voices College Bound Academies
6840 Via Del Oro, Suite 160
San Jose, CA 95119

RE: Agreement for Architectural Services
201 28th Street, Richmond, CA

Jaime:

K2A Architecture + Interiors is pleased to submit the following proposal for architectural and engineering services for 2354 Andrade Avenue, Richmond, CA.

I. SCOPE OF WORK
- Preliminary/schematic design and other architectural and engineering services for renovation of an existing church site to become a new school for younger children.
- Schematic level design and submittal for preliminary review by the City of Richmond's Planning Department.
- Civil engineering and Landscape Architectural services as described on the attached proposals

II. COLLABORATING PROFESSIONALS
- Underwood & Rosenblum, Inc., Civil Engineers
- ANLA Associates, Inc., Landscape Architects

III. NOT INCLUDED UNDER THE AGREEMENT
- Topographic survey
- Structural, mechanical, electrical, plumbing fire alarm, and IT work

IV. COMPENSATION FOR PROFESSIONAL SERVICES

U&R	$ 10,500
ANLA	$ 8,400
K2A Mark-up	$ 1,890
Total	$ 20,790

251 Rhode Island Street, Suite 202 San Francisco CA 94103
1212 Broadway, Suite 1700 Oakland CA 94612
tel 415.487.6900 www.k2architects.com

V. REIMBURSABLE EXPENSES

- The following expenses shall be reimbursed at 1.10 times the actual cost that we may incur in order to expedite the work:
  a. Expense of reproductions, postage and handling of Drawings, Specifications, and other documents
  b. Collaborating professionals
  c. Travel to site and car rental

Very truly yours,
K2A Architecture + Interiors

Steve Kolm
Principal

Accepted by

_____

Jaime Mata, COO
Voices College Bound Academies

Attached:
ANLA Proposal, Revised on May 30, 2025
U&R Proposal, June 10, 2025

251 Rhode Island Street, Suite 202 San Francisco CA 94103
1212 Broadway, Suite 1700 Oakland CA 94612
tel 415.487.6900 www.k2architects.com

ANLA Associates, Inc.
1723 Hamilton Ave, Suite 101
San Jose, CA 95125
T.408.292.2196
ANLA-Associates.com

May 23, 2025 *(Revised on May 30, 2025)*

Voices Richmond
Voices Richmond Renovation
2354 Andrade Avenue, Richmond, CA 94804
School District

Agreement between Client and Landscape Architect

Client:
K2A Architecture + Interiors
251 Rhode Islande Street, Suite 202
San Francisco, CA 94103

Landscape Architect:
ANLA Associates, Inc.
1723 Hamilton Avenue, Suite 101
San Jose, CA 95125

Project Understanding
This agreement is for landscape architectural services in preparing Landscape Entitlement Drawings for the Voices Richmond School and associated site work.

ANLA's scope of work to include the Conceptual Landscape Design of the campus including pedestrian concrete paving, low walls (3' max) & curbs, site furnishings, play structures, pavers, playground protective surfacing, planting, and irrigation.

Fencing and shade structures will be detailed and specified by Architect.

Demolition, grading, drainage, and underground utilities will be designed, detailed, and specified by Civil Engineer.

ANLA's area of work to include the areas located between the existing building, parking lot, and Andrade Avenue City Sidewalk and as required to conform to the existing surroundings.

ARTICLE 1- SCOPE OF SERVICES AND LANDSCAPE ARCHITECTURAL FEE:

A. Schematic Design **$4,470.00**

1. Review scope provided by Client.
2. Obtain and set up drawing files.
3. Site visit to review existing conditions.
4. Attend online design team coordination meeting.
5. Prepare (2) design sketches for review and comment.
6. Submit (2) PDF formatted landscape Schematic Design Plans.

B. City Entitlement Initial Submittal **$3,930.00**

1. Update (2) site plans based on Client comments.
2. Coordinate demolition and grading with Civil.
3. Attend online design team coordination meeting.
4. Prepare the following Landscape Drawings:
    a. Non-rendered Landscape Site Plan – Option 1.
    b. Non-rendered Landscape Site Plan – Option 2.
5. Submit PDF formatted Landscape Drawings for City Planning review and comment.

Total Landscape Architectural Fee: **$8,400.00**

Additional drawing submittals:

Additional charge for City Planning drawing submittals not listed above: **$3,900.00 each**

ANLA insurance coverage and limits:

Insurance	Limit each occurrence	Limit Aggregate
Commercial General Liability	$2,000,000	$4,000,000
Automobile Liability	$2,000,000 (combined single limit ea. accident)	
Workers Compensation	$1,000,000	$1,000,000
Professional Liability	$2,000,000	$2,000,000

Excluded services include, but are not limited to, topographic survey, structural review for retaining walls over three (3) feet in height or structures within building influence distance and elevated structures over 100 square feet in size, site grading and drainage, public work submittals and processing through DSA or local governing agencies.

Additional Services beyond Landscape Architect's 'Scope of Services' and 'Project Understanding' may be provided if authorized or confirmed in writing by the Client. Landscape Architect agrees to provide its professional services in accordance with generally accepted standards of its profession. Landscape Architect agrees to put forth reasonable efforts to comply with codes, laws and regulations in effect as of the date of this agreement.

ARTICLE 2 - CLIENT'S RESPONSIBILITY

A. Client shall provide Record drawings of existing underground utilities, boundaries, existing improvements, existing vegetation, elevations and other pertinences as required to complete the scope of work.
B. Client shall provide AutoCAD 2019 compatible file(s) of project area with boundaries, buildings, existing and proposed improvements and utilities. Landscape Architect may rely on the accuracy and completeness of these items.
C. Services of Structural Engineer to review landscape construction details shall be provided as required by governing agencies and authorities.
D. Client agrees to advise Landscape Architect of any known or suspected contaminants at the project site. Client shall be solely responsible for all subsurface soil conditions unless otherwise agreed to in writing.
E. Client will obtain and pay for all necessary permits from authorities having jurisdiction over the project.
F. Client shall provide Landscape Architect with a complete set of PDF formatted drawings of approved bid set prior to bidding.
G. Client agrees to provide the items described above and to render decisions in a timely manner so as not to delay the orderly and sequential progress of Landscape Architect's services.

ARTICLE 3 - ESTIMATED SCHEDULE AND PROJECT BUDGET

A. Landscape Architect shall render its services as expeditiously as is consistent with professional skill and care. During the course of the Project, anticipated and unanticipated events may impact any Project Schedule.
B. Client agrees to promptly notify Landscape Architect if Architect's/Client's budget or schedule changes. Client acknowledges that significant changes to the project schedule, budget or project scope may require additional services of Landscape Architect.

ARTICLE 4 - COMPENSATION AND PAYMENTS

A. Client agrees to pay Landscape Architect for services on a fixed fee basis.
B. Landscape Architectural services for "Additional Services" are based on the following hourly rates:

Cad Drafting	$165.00 per hour
Landscape Designer	$180.00 per hour
Project Manager	$195.00 per hour
Landscape Architect	$225.00 per hour

C. Client agrees to pay the following reimbursable items or services:

Soil Fertility Analysis (if required)	actual cost
Printing & Delivery	actual cost

There will be no charge for in-house check plots. Client will be billed for prints required for public agency submittals. Client will be billed for prints requested by Client and/other project consultants upon prior approval from the Client.

D. Landscape Architect shall bill Client for Basic and Additional Services and Reimbursable Expenses once a month. All payments are due to Landscape Architect upon receipt of invoice.

ARTICLE 5 - TERMINATION

Once executed, this document becomes a contract between Client and Landscape Architect. This contract may be terminated by either party at any point with seven (7) days written notice to the other party

If terminated, Client agrees to pay Landscape Architect for all Basic, Reimbursable and Additional Services rendered or expenses incurred up to the date of termination.

Upon not less than seven days' written notice, Landscape Architect may suspend the performance of its services if Client fails to pay Landscape Architect in full for services rendered or expenses incurred. Landscape Architect shall have no liability because of such suspension of services or termination due to Clients' nonpayment.

ARTICLE 6 - DISPUTE RESOLUTION

Client and Landscape Architect agree to mediate claims or disputes arising out of or relating to this Agreement before initiating litigation. The mediation shall be conducted by a mediation service acceptable to both parties. A party shall make a demand for mediation within a reasonable time after a claim or dispute arises and the parties agree to mediate in good faith. In no event shall any demand for mediation be made after such claim or dispute would be barred by applicable law. Mediation fees shall be shared equally.

ARTICLE 7- USE AND OWNERSHIP OF LANDSCAPE ARCHITECT'S DOCUMENTS

Upon payment in accordance with this Agreement, Landscape Architect grants Client a nonexclusive license to use Landscape Architect's documents as described in this Agreement, provided Client performs in accordance with the terms of this Agreement. No other license is implied or granted under this Agreement. All instruments of professional service prepared by Landscape Architect, including but not limited to, drawings and specifications, are the property of Landscape Architect. These documents shall not be reused on other projects without Landscape Architect's written permission. Landscape Architect retains all rights, including copyrights, in its documents. Client or others cannot use Landscape Architect's documents to complete this project with others unless Landscape Architect is found to have materially breached this Agreement.

Landscape Architect reserves the right to include representations of the Project in its promotional and professional materials.

ARTICLE 8 - CONSTRUCTION PHASE SERVICES

A. Notwithstanding any other term in this Agreement, Landscape Architect shall not control or be responsible for another's means, methods, techniques, schedules, sequences or procedures or for construction safety or any other related programs, or for another's failure to complete the work in accordance with the Plans and Specifications.
B. Construction phase services will be provided to determine the general progress of the work, but will not include supervision of the contractors, or of their means, methods, techniques, schedules, sequences or procedures, or for construction safety or any other related programs. Landscape Architect maintains the right, but not the duty, to recommend that Architect/Client reject work that does not appear to conform generally to the plans and specifications. Landscape Architect shall not have any liability for recommendations made in good faith.
C. Although Landscape Architect may observe and discuss potential problems, construction phase site visits are not construction inspections or a guarantee that there will not be construction deficiencies.
D. Reviews of Contractor Submittals, such as shop drawings and samples, shall be to determine if they conform to the Landscape Architect's visual and aesthetic design intent.

ARTICLE 9 - INDEMNIFICATION

Client agrees to indemnify, defend and hold Landscape Architect harmless from and against any and all claims, liabilities, suits, demands, losses, costs and expenses, including, but not limited to, reasonable attorneys' fees and all legal expenses and fees incurred on appeal, and all interest thereon, accruing or resulting to any and all persons, including injury or death, or economic losses, arising out of the Project and/or the performance or non-performance of obligations under the Agreement, except to the extent such damages or losses are found by a court or forum of competent jurisdiction to be caused by Landscape Architect's negligent errors or omissions.

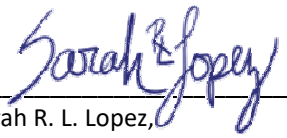
ARTICLE 10 - MISCELLANEOUS PROVISIONS

A. This agreement is governed by the law of California, Landscape Architect's principal place of business.
B. This agreement is the entire and integrated agreement between Client and Landscape Architect and supersedes all prior negotiations, statements or agreements, either written or oral. The parties may amend this agreement only by a written instrument signed by both Client and Landscape Architect.
C. In the event that any term or provision of this Agreement is found to be unenforceable or invalid for any reason, the remainder of this Agreement shall continue in full force and effect, and the parties agree that any unenforceable or invalid term or provisions shall be amended to the minimum extent required to make such term or provision enforceable and valid.
D. Neither Client nor Landscape Architect shall assign this Agreement without written consent of the other.
E. Irrespective of any other term in this Agreement, Landscape Architect shall not control or be responsible for construction means, methods, techniques, schedules, sequences or procedures; or for construction safety or any other related programs; or for another parties' errors or omissions or for another parties' failure to complete their work or services in accordance with Landscape Architect's documents.
F. Client and Landscape Architect waive consequential damages as to claims against each other for any claims, disputes or other matters in question arising out of or relating to this Agreement. Landscape Architect's waiver of consequential damages, however, is contingent upon the Client requiring contractor and its subcontractors to waive all consequential damages against Landscape Architect for claims, disputes or other matters in question arising out of or relating to the Project.
G. To the extent of damages are covered by property insurance during construction, Client and Landscape Architect waive all rights against each other and employees of the other for such damages. Client or Landscape Architect, as appropriate, shall require of the contractors, consultants, agents and employees of any of them similar waivers in favor of the other parties described in this paragraph.
H. Client acknowledges and agrees that proper Project maintenance is required after the Project is complete. A lack of or improper maintenance in areas such as, but not limited to, walls, paved surfaces, walkways, railings, play structures, sports equipment, irrigation systems, lawns and plantings, may result in damage to property or persons. Client waives any claims against Landscape Architect based on improper maintenance after the Project is complete.
I. To the fullest extent permitted by law, the total liability in the aggregate, of Landscape Architect to the Client shall not exceed the total compensation received under this Agreement.
J. Nothing in this Agreement shall create a contractual relationship for the benefit of any third party.
K. If this Agreement is not signed and returned to the Landscape Architect within 90 days, the offer to perform the described services may, in Landscape Architect's sole discretion, be withdrawn and be null and void.

L. ANLA Associates, Inc. is not responsible for liner, waterproofing, drainage from roofs, weight load bearing issues, maintenance, safety and means and/or methods of the Contractor installing our work.

M. It is understood ANLA Associates, Inc. is not responsible for inspection requirements.

Landscape Architect:



5.30.2025

Sarah R. L. Lopez, Date

Calif. Landscape Architect #6861

Approved by:

_____

Signature

_____

Printed Name

_____

Title

_____

Date

N. Sarah Lopez is licensed by the State of California Department of Consumer Affairs to practice as a Landscape Architect. Landscape Architects are regulated by the Landscape Architects Technical Committee. Any questions concerning a Landscape Architect may be referred to the committee at:

Landscape Architects Technical Committee
2420 Del Paseo Road #105
Sacramento, CA 95834
Phone (916) 575-7230

UNDERWOOD & ROSENBLUM, INC.
civil engineers and surveyors

June 10, 2025 J25043 DD REV1

Joyce Nilo, Principal
K2A Architecture + Interiors
251 Rhode Island, Suite 202
San Francisco, CA 94103
joyce.nilo@k2architects.com

Subject: ***Civil Engineering Fee Proposals for:***
Voices College-Bound Language Academies
Design Development Services for Conditional Use Permit

Dear Joyce,

This scope of work is for civil engineering design services for the Voices College project at 2354 Andrade Ave. in Richmond. We shall assist the architect in designing two alternative designs for the purposes of submitting for Conditional Use Permit. The two designs shall include new parking and passenger drop-off facilities, and one design shall include 2 portable classroom buildings along the sourthern property line. The existing site shown on the attached Exhibit “A”.

Scope of Work:

Two Civil Engineering Designs - Submittals will be delivered by the following:

Design Development civil engineering documents shall include:

A. Site Demolition Plan -This drawing will show the limit of grading line and delineate existing improvements to be demolished and removed from the site.

B. Design Services – assist architect in designing a new parking lot and passenger dropoff area.

C. Preliminary Site Grading, Paving, and Drainage Plan - surface finish grades of the proposed site improvements including curbs, walkways, ramp landings, drainage swales, grade breaks, and drainage structures.

D. Stormwater Treatment plans and supporting calculations (if required)

E. Erosion Control Drawings

Reimbursable Expenses: Any reimbursable charges (such as prints, delivery charges, etc.) will be billed to the client at cost plus 10% in addition to the above-listed fees. These charges will be included with our monthly invoices.

FIXED FEES FOR SERVICES

Total Civil Engineering Design Development Fixed Fee: **$10,500.00**

SOME ITEMS OF SERVICE NOT INCLUDED IN THIS PROPOSAL

- Topographic survey, Boundary survey, and underground utility location services – This work shall be performed by U&R under separate contract with owner.
- Utility design for electrical or mechanical systems
- Landscape or irrigation design services
- New water, sanitary sewer, or storm water services from public mains in street.
- Creating survey plats, maps, or legal descriptions for easements, lot line adjustments, lot subdivisions, etc.
- Final drawings to be used as Construction Documents or Building Permits.
- Public meetings or presentations
- Utility capacity calculations for public agencies
- Preparation of traffic reports, geotechnical reports, or other environmental reports
- Fire protection route and correspondence with fire authorities
- Off-site encroachment design submittals
- Additional design studies after submittal for Conditional Use Permit

Work requested beyond the Scope of Work defined above shall be considered “Extra Work” and will not be performed without your prior authorization and agreement to the additional fees. Client shall pay for reasonable charges on written change orders from U&R for services, modifications or additions to this agreement.

Progress billings shall be invoiced monthly. This agreement may be terminated by either party upon not less than seven days written notice should the other party fail substantially to perform the duties outlined in this agreement through no fault of the party initiating the termination. All fees, payments and reimbursements for services performed due U&R whether invoiced or not shall be satisfied in full prior to termination of this agreement. Unpaid billings over thirty (30) days from the date of billing are considered delinquent and are subject to a monthly charge of 0.833%. Please sign and date the authorization below as your acceptance to this proposal and return one copy to our office.

Very Truly Yours,
UNDERWOOD & ROSENBLUM, INC.



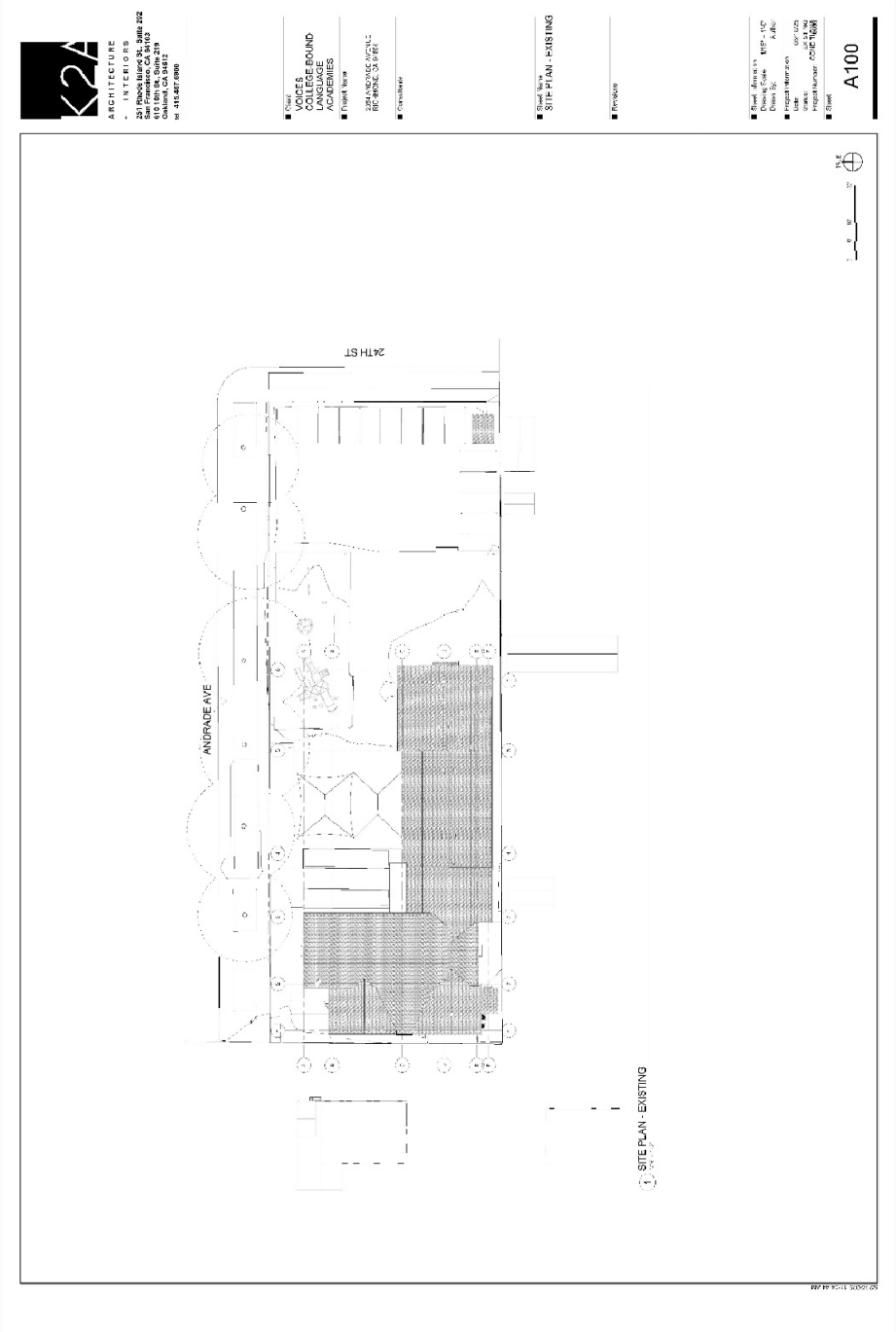
Frank M. Rosenblum, President
C.E. 43857, LS 6395

Attachments: Exhibit A – Scope of Work
Exhibit B – U&R 2025 Billing Rate Sheet

AUTHORIZATION TO PROCEED:

Print Name	Title
Signature	Date

Exhibit "A"
Existing Site Plan



UNDERWOOD & ROSENBLUM, INC.
civil engineers and surveyors

EXHIBIT "B"
UNDERWOOD & ROSENBLUM, INC.
2025 BILLING RATES

SERVICE	HOURLY RATE
Principal **E**ngineer	$ 280.00
Principal **L**and **S**urveyor	280.00
Senior **E**ngineer	240.00
Associate **E**ngineer/**A**ssoc. **L**and **S**urveyor	210.00
Assistant **E**ngineer/**S**urveyor	180.00
Engineering/**S**urveying **T**echnician	160.00
Senior **D**rafter-**E**ngineering	145.00
Senior **D**rafter-**S**urveying	145.00
Drafter-**E**ngineering	130.00
Drafter-**S**urveying	130.00
Technician	120.00
Administrative **A**ssistant	110.00
1-Person **F**ield **S**urvey	300.00
1-Person **F**ield **S**urvey **P**revailing Wage	330.00
2-Person **F**ield **S**urvey Crew	440.00
2-Person **F**ield **S**urvey **P**revailing Wage	500.00
3-Person **F**ield **S**urvey Crew	580.00
3-Person **F**ield **S**urvey **P**revailing Wage	670.00
Expert **W**itness Testimony	420.00
Other Reimbursable Expenses	
- Automobile	$0.65 per mile
- Blueprints, Reproductions, Deliveries Maps, Deeds, Documents, etc.	Cost + 10%
- Title Reports	Cost + 35%

* For overtime hours add 25% to above rates

1630 Oakland Road, Suite A114 San Jose, CA 95131 Phone (408) 453-1222 frank@uandr.com www.uandr.com

Amplify.

Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #:	Q-553787-1
Date:	6/18/2025
Expires On:	7/18/2025
Delivery Service Level:	Standard

Customer Contact Information
Talina Avila
Voices College-Bound Language Academies
(408) 361-1960
tavila@voicescharterschool.com

Amplify Contact Information
Lance Burbank
Account Executive
lburbank@amplify.com

PRODUCT	QUANTITY	PRICE	TOTAL DISCOUNT	TOTAL PRICE
mCLASS California Grades K-2 1yr DIBELS 8th Ed Annual Student License - 1yr (2025-2026)	620.00	$9.00	$0.00	$5,580.00
TOTAL			$0.00	$5,580.00

SHIPPING AND HANDLING	DELIVERY SERVICE LEVEL	SHIPPING COST	TOTAL DISCOUNT	TOTAL PRICE
Amplify Shipping and Handling	Standard	$0.00	$0.00	$0.00

SUBTOTAL	$5,580.00
ESTIMATED SALES TAX (10%)	$0.00
TOTAL DISCOUNT	$0.00
GRAND TOTAL	$5,580.00

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: http://www.amplify.com/w-9.pdf

License and Services Term:

- Licenses: 07/01/2025 until 06/30/2026.
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- FOR SHIPPED MATERIALS:
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

Quote Special Terms

California Sales Tax
Please note that for California customers, we have included a Sales Tax Estimate calculated at 10% of the price of all print materials indicated in the price table above, to aid with budgeting. The exact sales tax amount due may vary based on county and/or municipality.

How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit amplify.com/ordering-support to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:
Please include these three documents with your order:

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

If submitting a purchase order:
To expedite your order, please visit amplify.com/ordering-support where you can submit your signed purchase order. You can also email a purchase order to IncomingPO@amplify.com or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

If submitting your order via credit card:

- Please email Accountsreceivable@amplify.com to request a secure credit card payment link

If submitting your order via sending a check:

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: amplify.com/ordering-support**.

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at amplify.com/customer-terms. Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

Terms & Conditions

1. Scope. These Terms and Conditions (the "Customer Terms") are a legal agreement between Amplify Education, Inc. ("Amplify") and your school, district, state agency, or other educational organization ("you" or "Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). Unless otherwise specified in the Quote, these Customer Terms and the Quote constitute the entire agreement between Amplify and Customer regarding the license and use of the Products (the "Agreement"). This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. You represent and warrant that: (1) you are of legal age to accept this Agreement; (2) you are authorized to accept this Agreement and to access and use the Products; and (3) your use of the Products will comply at all times with Amplify's Acceptable Use Policy available at amplify.com/acceptable-use ("AUP"). If you do not agree to this Agreement, do not access, download, or use the Products.

2. License. Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means an individual teacher or other personnel employed by Customer, or an individual student registered or authorized for instruction with Customer, who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to Amplify's AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.

3. Restrictions. Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be detailed in materials associated with the Product you are accessing. Further, Customer may not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see amplify.com/virtual-patent-marking).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts

that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

7. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable current or former student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's Privacy Policy at amplify.com/customer-privacy ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the Privacy Policy available to the parents or guardians of users who are under the age of 13. In addition, Amplify has entered into the Data Privacy Agreements listed at amplify.com/privacy-security aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process.

10. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at amplify.com/customer-requirements.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH

THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. Limitation of Liability. IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term/Termination. This Agreement will be in effect for the Term and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addenda, attachments, and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." This Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

AMENDMENT TO INDEPENDENT CONTRACTOR AGREEMENT

Between Voices College-Bound Language Academies and Jose Duran

This Amendment ("Amendment") is made and entered into as of May 01, 2025, by and between the Board of Directors of Voices College-Bound Language Academies ("VCBLA") and Jose Duran ("CONTRACTOR"), collectively referred to as the "Parties."

RECITALS

WHEREAS, the Parties entered into an Independent Contractor Agreement dated January 10, 2025 (the "Agreement"), under which CONTRACTOR provides services for the 2024-2025 academic year; and

WHEREAS, Section 17 of the Agreement provides that any amendments or modifications must be set forth in writing and signed by both Parties; and

WHEREAS, the Parties desire to amend the Agreement to reflect an increase in the total hours worked and the corresponding compensation;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the Parties agree as follows:

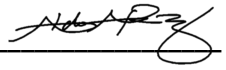
1. **Amendment to Compensation (Section 3):**
   The total hours under the Agreement have increased from 116 hours to 145.5 hours. Accordingly, the not-to-exceed compensation amount is hereby increased to Twenty-Nine Thousand Dollars ($21,825) for the 2024-2025 academic year, based on the agreed rate of $125/hour. All other terms regarding rates and payment procedures remain unchanged.

2. **No Other Changes:**
   Except as expressly amended herein, all other terms, conditions, and provisions of the Agreement remain in full force and effect.

3. **Counterparts:**
   This Amendment may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties have executed this Amendment as of the date first written above.

For Voices College-Bound Language Academies

Aldo Ramirez

Date: _____6/19/25_____

Contractor

Jose Duran_____

Date: _____

Voices
College-Bound Language Academies

INDEPENDENT CONTRACTOR AGREEMENT BETWEEN VOICES COLLEGE-BOUND LANGUAGE ACADEMIES AND Jose Duran

THIS INDEPENDENT AGREEMENT (hereinafter referred to as "Agreement") is made and entered into as of the date below by and between the Board of Directors ("Board") of Voices College-Bound Language Academy ("VCBLA"), a California Non-Profit Public Benefit Corporation and Jose Duran hereinafter referred to as "CONTRACTOR").

RECITALS

WHEREAS, VCBLA is a corporation, organized and operating exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code; and

WHEREAS, VCBLA is authorized pursuant to its Articles of Incorporation and By-Laws to contract for the services of an individual with expertise as an enrichment specialist to provide extra-curricular services at VCBLA and to perform the scope of services outlined in the attached document which is incorporated into this Agreement as Statement of Work.

WHEREAS, VCBLA desires to contract with Contractor to provide services by way of this Agreement and Contractor is qualified to perform such duties; and

WHEREAS, Contractor and VCBLA desire to formalize this contractual arrangement by way of this Agreement;

NOW THEREFORE, in consideration of the foregoing recitals and the mutual terms and conditions contained herein, the parties hereby agree as follows:

AGREEMENT

1. **INDEPENDENT CONTRACTOR:** Subject to the terms and conditions of this Agreement, VCBLA hereby engages Contractor as an independent contractor to perform the services outlined in attached Statement of Work, and CONTRACTOR hereby accepts such engagement. CONTRACTOR enters into this Agreement as, and shall continue to be, an independent contractor. Under no circumstances shall CONTRACTOR look to VCBLA as his/her employer, or as a partner, agent, or principal. CONTRACTOR shall not be entitled to any benefits afforded to VCBLA's employees including workers' compensation, disability insurance, vacation or sick pay. CONTRACTOR shall be responsible for providing, at CONTRACTOR's expense, and in CONTRACTOR's name, disability, workers' compensation or other insurance as well as licenses and permits usual or necessary for performing the services necessary under this Agreement.

2. **TERM:** Subject to the potential of charter revocation and Section 6 herein, VCBLA hereby contracts with CONTRACTOR to provide services at VCBLA during the 2024- 25 academic year, starting in January 2025, according to the terms and conditions set forth herein and in the attached Statement of Work.

3. **COMPENSATION:** Subject to Section 12, this contract is for $ 125.00/hour, not to exceed $14,500, and to be paid by VCBLA to CONTRACTOR in exchange for his/her services. Further, CONTRACTOR shall submit his/her hours report to the project supervisor on a monthly basis reflecting work performed.

4. **SCOPE OF SERVICES: CONTRACTOR** shall perform the scope of work specified in the attached description of duties and performance objectives (Statement of Work). This scope may be altered as needed in consultation with the project supervisor and/or the Board. CONTRACTOR shall also report on a weekly basis to the project supervisor regarding progress of the work performed and work to be performed in accordance with this Agreement.

5. **TERMINATION OF AGREEMENT:** This Agreement may be terminated by mutual written agreement of the parties, or if either party provides five (5) days advance written notice to the other party of termination. In the event of termination, VCBLA shall pay CONTRACTOR all amounts owed to CONTRACTOR for work completed by CONTRACTOR. In addition, CONTRACTOR shall provide VCBLA with a full status report regarding all ongoing projects under his/her supervision.

6. **NONRENEWAL OF AGREEMENT BY THE VCBLA BOARD:** The project supervisor and/or Board may elect not to renew this Agreement without cause at its sole discretion by providing the CONTRACTOR with written notice of non-renewal prior to the end of the term.

7. **INTELLECTUAL PROPERTY:** Any and all inventions, discoveries, developments and innovations conceived by CONTRACTOR during this engagement relative to the duties under this Agreement shall be the exclusive property of VCBLA; and CONTRACTOR hereby assigns all right, title, and interest in the same to VCBLA. Any and all inventions, discoveries, developments and innovations conceived by CONTRACTOR prior to the term of this Agreement and utilized by CONTRACTOR in rendering duties to VCBLA are hereby licensed to VCBLA for use in its operations and for the duration of this Agreement. This license is non-exclusive, and may be assigned without CONTRACTOR's prior written approval by VCBLA to a wholly-owned subsidiary of VCBLA.

8. **CONFIDENTIALITY:** CONTRACTOR acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by VCBLA and/or used by VCBLA in connection with the operation of its business including, without limitation, VCBLA's business and product processes, methods, customer lists, accounts and procedures. CONTRACTOR agrees that it will not disclose any of the aforesaid, directly or indirectly, or use any of them in any manner, either during the term of this Agreement or at any time thereafter, except as required in the course of this engagement with VCBLA. All files, records, documents, blueprints, specifications, information, letters, notes, media lists, original artwork/creative, notebooks, and similar items relating to the business of VCBLA, whether prepared by CONTRACTOR or otherwise coming into CONTRACTOR's possession, shall remain the exclusive property of VCBLA. CONTRACTOR shall not retain any copies of the foregoing without VCBLA's prior written permission. Upon the expiration or earlier termination of this Agreement, or whenever requested by VCBLA, CONTRACTOR shall immediately deliver to VCBLA all such files, records, documents, specifications, information, and other items in their possession or under their control. CONTRACTOR further agrees that it will not disclose his/her retention as an independent contractor or the terms of this Agreement to any person without the prior written consent of VCBLA and shall at all times preserve the confidential nature of their relationship to VCBLA and of the services hereunder.

9. **BACKGROUND CHECK:** If CONTRACTOR and/or CONTRACTOR'S employees or subcontractors are to have regular or intermittent contact with children of VCBLA, this Agreement shall be conditional upon the

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completion of a background check, including, but not limited to, fingerprinting and criminal background investigation, pursuant to VCBLA policies.

10. **CONFLICTS OF INTEREST; NON-HIRE PROVISION:** CONTRACTOR represents that he is free to enter into this Agreement and that this engagement does not violate the terms of any agreement between CONTRACTOR and any third party. Further, CONTRACTOR, in rendering duties shall not utilize any invention, discovery, development, improvement, innovation, or trade secret in which does not have a proprietary interest. During the term of this agreement, CONTRACTOR shall devote as much of his/her productive time, energy and abilities to the performance of his/her duties hereunder as is necessary to perform the required duties in a timely and productive manner. CONTRACTOR is expressly free to perform services for other parties while performing services for the Charter School. For a period of six months following any termination, CONTRACTOR shall not, directly or indirectly hire, solicit, or encourage leaving VCBLA's employment, any employee, consultant, or contractor of VCBLA or hiring any such employee, consultant, or contractor who has left the VCBLA's employment or contractual engagement within one year of such employment or engagement.

11. **WORKERS' COMPENSATION:** VCBLA shall not obtain workers' compensation insurance on behalf of CONTRACTOR.

12. **LOCAL, STATE AND FEDERAL TAXES:** CONTRACTOR shall pay all income taxes and FICA (Social Security and Medicare Taxes) incurred while performing services under this Agreement. VCBLA shall not:

    A. Withhold FICA from CONTRACTOR's payments or make FICA payments on CONTRACTOR's behalf;
    B. Make state or federal unemployment compensation contributions on CONTRACTOR's behalf; or
    C. Withhold state or federal income tax from CONTRACTOR's payments.

    If CONTRACTOR is required to pay any federal, state or local sales, use, property or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to VCBLA. CONTRACTOR shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by VCBLA.

13. **ENTIRE AGREEMENT:** This Agreement supersedes any and all other Agreements, either oral or in writing, between the parties hereto with respect to the subject matter hereof, and no other Agreement, statement or promise related to the subject matter of this Agreement which is not contained in this Agreement shall be valid or binding.

14. **WAIVER:** Either party to this Agreement may specifically and expressly waive, in writing, compliance or any breach by the other party with any term, condition or requirements set forth in this Agreement. Any such waiver, however, shall not constitute a further or continuing waiver of the same requirement, unless a specific statement to the contrary is contained with such waiver. No waiver or consent shall be implied from the silence or from the failure of any party to act, except as otherwise specified in this Agreement.

15. **ASSIGNMENT:** CONTRACTOR shall not assign any of his/her rights under this Agreement, or delegate the performance of any of his/her duties hereunder, without the prior written consent of VCBLA.

16. **JURISDICTION:** The parties hereby understand and agree that this Agreement, and the attachments hereto, have been negotiated and executed in the State of California and shall be governed by, and constructed under, the laws of the State of California.

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17. **AMENDMENTS:** No addition to, or modification of, any provision contained in this Agreement shall be effective unless fully set forth in writing and signed by the authorized representative of both parties.

18. **ARBITRATION OF DISPUTES:** The parties agree that any dispute regarding the application, interpretation or breach of this Agreement will be subject to final and binding arbitration. Attorneys' fees, costs and damages (where appropriate) shall be awarded to the prevailing party in any dispute, and any resolution, opinion or order or Arbitrator may be entered as a judgment of the Superior Court.

19. **NOTICE:** Any and all notices, demands, or other communications required or desired to be given hereunder by either party shall be in writing and shall be validly given or made to the other party if personally served, or if deposited in the United States mail, certified or registered, postage prepaid, return receipt requested. If such notice or demand is served personally, notice shall be deemed constructively made at the time of such personal service. If such notice, demand or other communication is given by mail, such notice shall be conclusively deemed given five days after deposit thereof in the United States mail addressed to the party to whom such notice, demand or other communication is to be given as follows:

If to CONTRACTOR:
_____

If to VCBLA:
6840 Via Del Oro #160, San Jose CA 95119

Any party hereto may change its address for purposes of this paragraph by written notice given in the manner provided above.

20. **INTERPRETATION AND OPPORTUNITY TO COUNSEL:** In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

21. **SEVERABILITY:** If any term, provision, condition or covenant of the Agreement shall to any extent be held invalid or unenforceable, the remainder of the Agreement shall not be affected thereby, and each term and provision of this Agreement shall be valid and enforceable to the fullest extent provided by law.

22. **COUNTERPART EXECUTION:** This Agreement may be executed in any number of counterparts, each of which shall be deemed a duplicate original when all counterparts are executed, but all of which constitute a single instrument.

23. **SIGNATURES:** We affix our signatures to this Agreement with the full and complete understanding of the relationship between the parties hereto.

1/11/25

Dated: _____ **By:** _____
VCBLA

Dated: 1/11/25 **By:** _____
CONTRACTOR- Jose Duran

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Broker of Record Designation

As of June 1, 2025, the organization listed below ("Client") appoints Keenan & Associates ("Keenan") as the Broker of Record in connection with the following coverages: Medical, Dental, Vision and Voluntary Products and such additional coverages or insurance as Client may from time-to-time request from Keenan (the "Coverages"). This appointment rescinds any and all previous appointments Client may have made with respect to the Coverages, and shall remain in full force and effect until cancelled in writing with sixty (60) days advance notice. The parties hereby agree to the following additional terms:

With respect to the Coverages, Keenan shall have the exclusive authority and right to negotiate with insurance carriers and other coverage providers on Client's behalf. Keenan shall provide those services as listed on Exhibit A attached to and made a part of this document. Client shall provide Keenan with timely and accurate information necessary to obtain the Coverages and authorizes Keenan to provide such information to prospective insurers and other coverage providers. Except for Keenan's responsibilities with respect to funds obtained from or on behalf of Client, Keenan shall not be a fiduciary of Client. As compensation for its services, Keenan shall receive commissions from insurance carriers and/or other vendors for the placement of insurance coverage. Client shall have no responsibility for the payment of any such commission to Keenan. Additional information concerning Keenan's compensation Disclosure Policy is available online at www.Keenan.com or from your Keenan account representative.

Disputes arising out of or relating to this designation, other agreements between the parties, or any other relationship involving Client and Keenan (whether occurring prior to, as part of, or after the signing of this Agreement) shall first be resolved by good faith negotiations between representatives of the parties with decision-making authority. If either party determines that the dispute cannot be resolved through informal negotiation, then the dispute shall be submitted to non-binding mediation. The site of the mediation and the selection of a mediator shall be determined by mutual agreement of the parties. If the dispute is not resolved through mediation within sixty (60) days following the first notification of a request to mediate, then either party shall have the right to require the matter to be resolved by final and binding arbitration by JAMS dispute resolution service pursuant to its Streamlined Arbitration Rules and Procedures, or such other arbitration procedures as may be agreed to in writing by the parties. Negotiation, mediation, and arbitration shall be the exclusive means of dispute resolution between Client and Keenan and their respective members, agents, employees, and officers. The arbitration shall be conducted in the County of Los Angeles, California.

Voices Academies			**Keenan & Associates**	
Signature:			**Signature:**	
By:			**By:**	**Laurie Lofranco**
Title:			**Title:**	**Employee Benefits Practice Leader**
Address:			**Address:**	**2355 Crenshaw Blvd., Ste. 200**
				Torrance, CA 90501
Telephone:			**Telephone:**	**310 212-0363**
Attention:			**Attention:**	
E-mail:			**E-mail:**	

EXHIBIT A
KEENAN SERVICES

Keenan shall provide the following Services:

1. Plan Review – Keenan shall review applicable benefit plan(s) and provide information and recommendations regarding insured and/or self-insured options, as requested by Client.

2. Insurance Needs Assessment – Keenan shall work with Client to determine Client's insurance needs.

3. Insurance Marketing Plan – Review, evaluate and negotiate insurance renewals on Client's behalf. Keenan shall prepare and present to Client its plan for marketing Client to various carriers and/or Coverage providers. In furtherance of its plan, Keenan shall contact those markets that it has determined most likely to meet Client's needs, as made known to Keenan, but shall not necessarily contact every available market for the particular Coverage being sought. In so far as practical, Keenan shall honor Client's timely and reasonable requests to contact specific markets, but Keenan shall not be obligated to present Client to any carrier or Coverage provider which Keenan has determined would not be willing to quote Client's business or would not give a competitive quote.

4. Insurance Marketing Results – Keenan shall present to the client, in summary format, information concerning all markets and carriers approached. The summary shall include, as applicable: name of carrier and Coverage providers approached, limits, premium, and deductible. The summary shall also include the names of any carriers or Coverage providers who declined to provide a quote.

5. Review of Insurance Options – Keenan shall present, along with the Marketing Results, a comparison summary highlighting the significant terms and/or differences among the various Coverages quoted. This summary is provided for Client's convenience only. It is Client's responsibility to ask questions and to request any additional information that it deems necessary for it to make an informed decision regarding its insurance or self-insurance program.

6. Obtain Coverage – Once the Client has made its decision, Keenan shall take all steps necessary to communicate Client's decision to the carrier selected and to have the carrier or other Coverage provider bind Coverage on behalf of the Client.

7. Implementation – Keenan shall assist Client in the preparation and distribution of materials relating to the implementation of its coverage, for which client shall give final approval.

8. Ongoing Service -- Keenan will provide the following Client support services:
   - Continued analysis of benefit plan design and performance noting available alternatives as appropriate;
   - Direction and support with claims resolution and other related issues;
   - Review of claims experience and trends;
   - Support with billing/eligibility concerns;
   - Acting as a liaison between Client and carriers and vendors and serving as a proactive Client advocate;
   - Responding to day-to-day benefit questions from Client;
   - Assisting Client with governmental reporting and filings (e.g., 5500's and Summary Annual Reports), as applicable;

- Providing information concerning current developments and trends in employee benefits and new legislation that may affect Client's plans;
- Assisting in drafting, review and/or amendment of benefit plan and related documents. Any document drafted or reviewed by Keenan and approved by Client under this Agreement shall apply solely to the plan year for which the Service was provided. They are not intended for use beyond the plan year for which they were created, reviewed or revised. Keenan shall not be held liable for any direct, punitive, special, consequential or incidental damages, loss of profit or revenue, loss of business, loss or inaccuracy of data or scope of insurance resulting from the continued use of such plan documents or SPD beyond the dates for which they were intended;
- Notwithstanding the foregoing, benefit guides shall not be part of the services contemplated herein, unless Keenan has explicitly agreed in writing to include them pursuant to the current agreement;
- Assisting in the coordination and preparation of open enrollment, orientation, health fairs, and/or question and answer meetings for Client's employees. and
- Attendance at **4** meetings of the Client's Insurance Committee.

BUSINESS ASSOCIATE AGREEMENT

This Business Associate Agreement (the Agreement) is entered into June 1, 2025 ("Effective Date") by and between Voices Academies, the sponsor ("Sponsor") of one or more health plans (collectively referred hereafter to as the "Plan") and Keenan & Associates (Business Associate).

WHEREAS, the Sponsor has independently contracted with Business Associates to provide services to, for or on behalf of the Plan; and

WHEREAS, Plan wishes to allow the Business Associate to have access to PHI including but not limited to, EPHI that is either provided to the Business Associate by the Plan or received and created by the Business Associate on behalf of the Plan in the course of providing its services to, for or on behalf of the Plan;

WHEREAS, the Plan is required to comply with HIPAA (including, but not limited to, its Privacy Rule and Security Rule), and other governmental regulations relating to the privacy and security of individuals' personally identifiable information.

NOW, THEREFORE, for good and valuable consideration, the receipt of which is hereby acknowledged, Plan and Business Associate agree as follows:

DEFINITIONS

Catch-all definition:

Terms used, but not otherwise defined, in this Agreement shall have the same meaning as those terms in 45 CFR §§ 160.103 and 164.501.

Specific definitions:

(a) **Business Associate** "Business Associate" shall generally have the same meaning as the term "business associate" at 45 CFR 160.103, and in reference to this Agreement, shall mean Keenan & Associates.

(b) **Breach** shall have the same meaning as the term "breach" in 45 CFR § 164.402

(c) **Covered Entity** shall generally have the same meaning as the term "covered entity" at 45 CFR 160.103, and in reference to this Agreement shall mean the health and welfare benefits plans sponsored by the entity that is signatory to this Agreement.

(d) **Individual** shall have the same meaning as the term "individual" in 45 CFR § 164.501 and shall include a person who qualifies as a personal representative in accordance with 45 CFR § 164.502(g).

(e) **Privacy Rule** shall mean the Standards for Privacy of Individually Identifiable Health Information at 45 CFR Part 160 and Part 164, Subparts A and E.

(f) **Protected Health Information ("PHI")** shall have generally the same meaning as the term "protected health information" in 45 CFR § 164.501, and for this Agreement shall be limited to the information created or received by Business Associate from or on behalf of the Covered Entity.

(g) **Secretary** shall mean the Secretary of the Department of Health and Human Services or his designee.

(h) **Security Rule** shall mean the Security Standards for the Protection of Electronic Health Information at 45 CFR Part 160 and Part 164, Subpart A and C.

(i) **Electronic PHI (E-PHI)** shall have the meaning found in the Security Rule 45 CFR, Section 160.103.

(j) **Security Incident** shall have the same meaning as the term "security incident" in 45 CFR Parts 160 and 164, subparts A and C

(k) **HIPAA Rules** shall mean the Privacy, Security, Breach Notification, and Enforcement Rules at 45 CFR Part 160 and Part 164.

(l) **Designated Record Set** shall have the same meaning as the term "designated record set" in 45 CFR 164.501.

(m) **Subcontractor** shall have the same meaning as the term "subcontractor" in 45 CFR §160.103

(n) **Unsecured PHI** shall have the meaning given the term "unsecured protected health information in 45 CFR § 164.402.

OBLIGATIONS AND ACTIVITIES OF BUSINESS ASSOCIATE

Business Associate agrees to:

(a) Business Associate agrees to not request, use, or further disclose PHI other than as permitted or required by the Agreement or as permitted or required by law.

(b) Business Associate agrees that it shall utilize appropriate physical, administrative and technical safeguards to ensure that the PHI is not used or disclosed in any manner inconsistent with this Agreement. Such safeguards shall include, but not be limited to: (1) establishing policies and procedures to prohibit any employee of Business Associate, who does not have a reasonable need for the PHI in order to accomplish an authorized use or disclosure, from accessing such information and to inform all employees of Business Associate whose services may be used to fulfill obligations under this Agreement of the terms of this Agreement; and (2) disclosing to any agent, Subcontractor or other third party, and requesting from Covered Entity, only the minimum PHI necessary to accomplish the intended purpose of the use, disclosure or request. ("Minimum necessary" shall be interpreted in accordance with the HIPAA Rules.) Business Associate shall provide Covered Entity with such information concerning the safeguards as Covered Entity may reasonably request from time to time.

(c) Use appropriate safeguards, and comply with Subpart C of 45 CFR Part 164 with respect to electronic PHI, to prevent use or disclosure of PHI other than as provided for by the agreement.

(d) Business Associate agrees to mitigate, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of PHI by Business Associate in violation of this Agreement.

(e) Business Associate agrees to report to Covered Entity, in writing, any use or disclosure by Business Associate of PHI not permitted by this Agreement promptly after Business Associate's first awareness thereof, including but not limited to, any discovery of any inconsistent use or disclosure by Subcontractor of Business Associate.

(f) Report to Covered Entity any use or disclosure of PHI not provided for by the Agreement of which it becomes aware, including breaches of Unsecured PHI information as required at 45 CFR 164.410 (without unreasonable delay, and, in no case later than 10 calendar days after discovery of a Breach), and any security incident of which it becomes aware.

(g) Business Associate agrees to require that any Subcontractor, to whom it provides PHI received from, or created or received by Business Associate on behalf of Covered Entity, execute a Business Associate Agreement acknowledging its compliance with the HIPAA Rules.

(h) Business Associate agrees to provide access to PHI, at the request of Covered Entity, and in the time and manner reasonably designated by Covered Entity, to Covered Entity, or, as directed by Covered Entity, to an Individual in order to meet the requirements under 45 CFR 164.524 (within 30 days after receipt of the request unless there is a 30 day extension.)

(i) Business Associate agrees to make any amendment(s) to PHI that the Covered Entity directs or agrees to pursuant to 45 CFR 164.526, and in the time and manner reasonably designated by Covered Entity, in a Designated Record Set, or take other measures as necessary to satisfy Covered Entity's obligations under 45 CFR 164.526 no later than 60 days after the receipt of the request.

(j) Business Associate agrees to make its internal practices, books and records relating to the use and disclosure of the PHI available to the Secretary or the Secretary's designee for the purposes of determining Covered Entity's compliance with the HIPAA Rules. Business Associate shall immediately notify Covered Entity of its receipt of any such request for access, but in no case later than 60 days after the receipt of the request.

(k) Business Associate agrees to document such disclosures of PHI to the extent necessary for Covered Entity to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with 45 CFR § 164.528 no later than 60 days after the receipt of the request.

(l) Maintain and make available the information required to provide an accounting of disclosures to either the Covered Entity, or the Individual, as necessary to satisfy Covered Entity's obligations under 45 CFR 164-528 within 60 days after receipt of the request.

(m) Business Associate agrees to provide Covered Entity, in the time and manner reasonably designated by Covered Entity, information collected in accordance with Section (l) on page 3 of this

Agreement, to permit Covered Entity to respond to a request by an Individual for an accounting of disclosures of PHI in accordance with 45 CFR 164.528 no later than 60 days after the receipt of the request.

(n) Business Associate agrees to provide information and documentation concerning Business Associate's compliance with this Agreement to the extent reasonably requested by Covered Entity as necessary to permit to respond to third parties' inquiries of and/or claims against Covered Entity relating to use and/or disclosure of PHI and/or for Covered Entity to comply with law(s) relating to its monitoring of compliance with this Agreement. Business Associate shall, upon Covered Entity's request, certify to Covered Entity that it complies with the terms of this Agreement no later than 60 days after the receipt of the request.

PERMITTED USES AND DISCLOSURES BY BUSINESS ASSOCIATE

(a) Except as otherwise limited in this Agreement, Business Associate may obtain and/or use PHI as necessary to perform its obligation to provide services to, for, or on behalf of the Plans, so long as such access and/or use is either permitted or required by law and, provided further, that Business Associate has met all legal requirements for such access and/or use. This specifically includes, but is not limited to, Business Associate's access and/or use of PHI as necessary to perform the services set forth in the service agreement between Business Associate and Sponsor.

(b) Business Associate may not use or disclose PHI in a manner that would violate the HIPAA Rules. If the Agreement permits the Business Associate to use or disclose PHI for its own management and administration and legal responsibilities, or for data aggregation services, then disclosure is permitted for the specific uses and disclosures set forth below.

i) Business Associate may use PHI for proper management and administration of the Business Associate, or to carry out the legal responsibilities of the Business Associate.

ii) Business associate may disclose PHI for the proper management and administration of Business Associate or to carry out the legal responsibilities of the Business Associate, provided the disclosures are required by law, or Business Associate obtains reasonable assurances from the person to whom the information is disclosed that the information will remain confidential and used, or further disclosed, only as required by law or for the purposes for which it was disclosed to the person, and the person notifies Business Associate of any instances of which it is aware in which the confidentiality of the information has been breached.

iii) Business Associate may provide data aggregation services relating to the health care operations of the Covered Entity.

OBLIGATIONS OF COVERED ENTITY

(a) Covered Entity shall provide Business Associate with the notice of privacy practices that Covered Entity produces in accordance with 45 CFR § 164.520, as well as any changes to such notice.

(b) Neither Sponsor nor Covered Entity shall request Business Associate to use or disclose PHI in any manner that would not be permitted or required by law if done by Covered Entity.

(c) Covered Entity shall notify Business Associate in writing of any restriction to the use or disclosure of PHI that Covered Entity has agreed to in accordance with 45 CFR § 164.522.

INDEMNIFICATION

(a) Business Associate agrees to indemnify, and hold harmless, the Covered Entity, its trustees, officers, directors, employees, agents, or representatives, from any claim or penalty arising out of any improper use and/or disclosure of PHI in violation of the HIPAA Rules, to the extent that such improper use and/or disclosure resulted from Business Associate's negligence or failure to comply with the terms of this Agreement or the HIPAA Rules.

(b) The Sponsor and Covered Entity agree to indemnify, and hold harmless, Business Associate and/or all of Business Associate's officers, directors, employees, agents, or representatives, from any claim or penalty from any improper use and/or disclosure of PHI, to the extent that such improper use and/or disclosure resulted from the Sponsor's or Covered Entity's negligence, failure to comply with the terms of this Agreement or the HIPAA Rules, or was based upon the Sponsor's or Covered Entity's written direction to use and/or disclose PHI in the manner challenged.

SECURITY

Business Associate agrees to:

i) Implement safeguards that reasonably and appropriately protect the confidentiality, integrity, and availability of the electronic PHI that it creates, receives, maintains, or transmits on behalf of the Covered Entity;

ii) Ensure that any Subcontractor, to whom it provides this information agrees to implement reasonable and appropriate safeguards;

iii) Report on a quarterly basis to the Covered Entity, in writing, any Security Incident involving Covered Entity's data. If, however, a Security Incident results in the unauthorized disclosure of Unsecured PHI, Business Associate shall notify Covered Entity in accordance with the Breach notification provisions below.

iv) Notify Covered Entity no later than ten (10) days after discovery of a Breach of Unsecured PHI.[1]

v) Perform the four factor risk assessment of any Breach that is discovered in accordance with the HIPAA Rules to determine if notification is required, and advise Covered Entity of its findings.

[1]Covered Entity has 60 days from the discovery date of a reportable Breach to report said Breach to the Individual and HHS (if Breach involves 500 or more Individuals.)

vi) Make its policies and procedures, and documentation required by this subpart relating to such safeguards, available to the Secretary for purposes of determining the Covered Entity's compliance with 45 CFR Parts, 162 and 164 and;

vii) Authorize termination of the contract by the Covered Entity if the Covered Entity determines that the Business Associate has violated a material term of the contract.

TERM AND TERMINATION

(a) The Term of this Agreement shall be effective as of the effective date herein and shall terminate when all of the PHI provided by Covered Entity to Business Associate, or created or received by Business Associate on behalf of Covered Entity, is destroyed or returned to Covered Entity, or, if it is infeasible to return or destroy PHI, protections are extended to such information, in accordance with the termination provisions in this Section or on the date Covered Entity terminates for cause as authorized in paragraph (b) of this Section, whichever is sooner.

(b) Upon Covered Entity's knowledge of a material Breach by Business Associate, Covered Entity shall provide an opportunity for Business Associate to cure the breach or end the violation and terminate this Agreement. If the Business Associate does not cure the breach or end the violation within the time specified by Covered Entity; Covered Entity shall have the right to immediately terminate this Agreement. Such termination shall not abrogate any rights which Covered Entity has against Business Associate for violation of this Agreement.

(c) Upon termination of this Agreement for any reason, Business Associate, with respect to PHI received from Covered Entity, or created, maintained, or received by Business Associate on behalf of Covered Entity, shall:

i) Retain only that PHI which is necessary for Business Associate to continue its proper management and administration or to carry out its legal responsibilities;

ii) Return to Covered Entity (or, if agreed to by Covered Entity, destroy) the remaining PHI that the Business Associate still maintains in any form;

iii) Continue to use appropriate safeguards and comply with the HIPAA Rules regarding the use and disclosure of the PHI, for as long as Business Associate retains the PHI;

iv) Not use or disclose the PHI retained by Business Associate other than for the purposes for which such PHI was retained and subject to the same conditions which applied prior to termination; and

v) Return to Covered Entity (or, if agreed to by Covered Entity, destroy) the PHI retained by Business Associate when it is no longer needed by Business Associate for its proper management and administration or to carry out its legal responsibilities.

MISCELLANEOUS

(a) A reference in this Agreement to a section in the Privacy Rule means the section as in effect or as amended, and for which compliance is required.

(b) No modification, amendment, or waiver of any provision of this Agreement will be effective unless in writing and signed by the party to be charged. The Parties agree to take such action as is necessary to amend this Agreement from time to time as is necessary for Business Associate and Covered Entity to comply with the requirements of the HIPAA Rules.

(c) Any ambiguity in this Agreement shall be resolved in favor of a meaning that permits both parties to comply with the HIPAA Rules and/or other applicable law.

(d) Notices:

(i) All reports or notices to Covered Entity pursuant to this Agreement shall be sent to the names and addresses listed on the signature page, or to such other individuals and/or addresses as a party may later designate in writing. Unless expressly prohibited under the HIPAA Rules, such notices and reports may also be sent via email.

(ii) All such reports or notices shall be sent by First Class Mail or express courier service, and shall be deemed effective when delivered, or if refused, when delivery is attempted.

(e) Nothing expressed or implied in this Agreement is intended to confer, nor shall anything herein confer, upon any person other than the Sponsor, Covered Entity, Business Associate, and their respective successors or assigns, any rights, remedies, obligations or liabilities whatsoever.

(f) This Agreement constitutes the complete agreement of the parties relating to the access, use, disclosure and security of PHI and, except as otherwise provided herein, supersedes all prior representations or agreements, whether oral or written, with respect to the confidentiality and security of PHI.

(g) The parties hereby agree and affirm that the subject matter of this Agreement is unique, and that it may be impossible to measure the damages which would result to Covered Entity from violations by Business Associate of the agreements set forth herein. Accordingly, in addition to any other remedies which Covered Entity may have at law or in equity, the parties hereby agree that either party shall have the right to have all obligations and other provisions of this Agreement specifically performed by the other party, as applicable, and that either party shall have the right to seek preliminary and permanent injunctive relief to secure specific performance, and to prevent a breach or contemplated breach, of this Agreement, without, in any case, proof of actual damages.

(h) Disputes arising out of or relating to this Agreement which cannot be resolved by negotiation between the parties shall be submitted to non-binding mediation. If the dispute is not resolved through mediation, it shall be resolved by final and binding arbitration administered by JAMS dispute resolution service pursuant to its Streamlined Arbitration Rules and Procedures, or such other arbitration procedures as agreed to in writing by the Parties. Negotiation, mediation, and arbitration shall be the exclusive means of dispute resolution between the parties and their respective agents, employees and officers. The site of the arbitration shall be in Los Angeles, California. A judgment of any court having jurisdiction may be entered upon the award.

IN WITNESS WHEREOF, the parties hereto hereby set their hands as of the date first above written.

Voices Academies			Keenan & Associates	
Signature:			**Signature:**	
By:			**By:**	**Laurie LoFranco**
Title:			**Title:**	**Employee Benefits Distribution Leader**
Address:			**Address:**	**2355 Crenshaw Blvd., Ste. 200**
				Torrance, CA 90501
Telephone:			**Telephone:**	**310 212-0363**
Attention:			**Attention:**	**Privacy Officer**

Coversheet

Approve FMSD and Voice College-Bound Language Academies MOU

Section:	II. Consent Items
Item:	F. Approve FMSD and Voice College-Bound Language Academies MOU
Purpose:	Vote
Submitted by:	
Related Material:	FMSD MOU for Voices College Bound Academy 2025-2030.pdf

DRAFT 6-24-25

MEMORANDUM OF UNDERSTANDING REGARDING CHARTER SCHOOL OVERSIGHT AND OPERATIONS
by and between
FRANKLIN-McKINLEY SCHOOL DISTRICT AND
VOICES COLLEGE-BOUND LANGUAGE ACADEMIES, ON BEHALF OF VOICES COLLEGE-BOUND LANGUAGE ACADEMY

This Memorandum of Understanding ("Agreement") is executed between the Franklin-McKinley School District ("District") and Voices College-Bound Language Academies, a California non-profit public benefit corporation, on behalf of Voices College-Bound Language Academy (collectively "Charter School"), operating under the District's oversight.

I. RECITALS:

A. The Franklin-McKinley School District is a school district existing under the laws of the State of California.

B. Voices College-Bound Language Academies is a nonprofit, public benefit corporation that operates multiple charter schools throughout California and the County of Santa Clara, including of Voices College-Bound Language Academy, which is to be operated by Voices College-Bound Language Academies in accordance with state and federal laws and under the oversight of the District. Voices College-Bound Language Academies shall be responsible for, and have all rights and benefits attributable to, the Charter School as further outlined herein, and where this Agreement obligates the Charter School to a particular course of action, Voices College-Bound Language Academies is coextensively required to fulfill such obligation.

C. The District is the chartering authority of Voices College-Bound Language Academy, which is operating under a charter with a term from July 1, 2025 to June 30, 2030. This Agreement is intended to outline the agreement of the Charter School and the District governing their respective fiscal and administrative responsibilities, their legal relationships and operation of Charter School.

D. Written modifications of this Agreement may be made by mutual agreement as set forth in Section A below. This Agreement was approved by the Board of Trustees of the District on January 14, 2025 and by the Governing Board of Voices College-Bound Language Academies on June 24, 2025 and shall be effective upon execution until terminated in accordance with this Agreement.

E. The terms of this Agreement are intended by both parties to become part of the conditions, standards and procedures set forth in the Charter document ("Charter"). The parties agree that this Agreement is consistent with the approved Charter. If the parties discover any terms of this Agreement conflict with the terms of the Charter, this Agreement shall control the handling or resolution of the particular issue in question. To the extent that this Agreement is inconsistent with any of the terms of the Charter, both parties shall meet to amend the Agreement to reach consistency, if the inconsistency is material to the terms of the Charter. If the parties do not reach agreement regarding the consistency, the parties agree to follow the procedures for dispute resolution as stated in the Charter.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

II. AGREEMENTS

A. Term

1. Along with the Charter, this Agreement will govern the relationship between the District and the Charter School regarding the operation of Charter School and the relationship of the District, Voices College-Bound Language Academy, and Voices College-Bound Language Academies.

2. Any modification of this Agreement must be in writing, executed by duly authorized representatives of both District and Charter School, ratified by the respective Boards, and must indicate intent to modify or amend this Agreement.

3. The duly authorized representative of the Charter School is the Executive Director/CEO, or any designee thereof.

4. The duly authorized representative of the District is the Superintendent or any designee thereof. In order to ensure consistency in communications, all communication regarding any aspect of the operation of Charter School shall be initiated by the designated representative of Charter School with the Superintendent of the District, unless the Superintendent delegates this function to another employee of the District.

5. The term of this Agreement shall be coterminous with the operation of the Charter, including the current term and any renewal terms. This Agreement shall be effective upon Board approval of the Parties' respective governing boards and will remain in place until terminated in accordance with this Agreement. This entire Agreement is subject to approval by the respective governing boards of the District and Charter School.

6. This Agreement shall terminate automatically upon closure of Charter School for any reason, except as may be specified otherwise herein, except those provisions that survive termination of this Agreement. "Closure" means that all legally required closure processes are completed, including completion of a final audit as required by law, and exhaustion of any nonjudicial, administrative appeal remedies under Education Code section 47605 or 47607.

7. The terms of this Agreement shall constitute material terms of the charter. Should the Charter School materially fail to meet and comply with the terms of the Agreement after thirty (30) days' written notice from the District, the parties shall immediately meet and confer to identify specific remedies that the District may implement in response to the Charter School's failure to meet and comply with the terms of

the Agreement. If the Charter School does not comply within thirty (30) days of identification of remedies, the District may pursue any statutory remedies.

B. State Funding under Local Control Funding Formula

1. The Charter School will be funded in accordance with the Local Control Funding Formula ("LCFF"). Charter School will receive base funding and may receive supplemental and concentration grants. Charter School will be responsible for providing the California Department of Education ("CDE") with all data required for funding and will comply with all laws and regulations as developed by the Legislature and State Board of Education ("SBE") to implement LCFF. All information provided by Charter School shall be truthful and accurate. In addition to the LCFF, the parties recognize the authority of the Charter School to pursue additional sources of funding.

2. LCFF includes accountability requirements. Charter School was required to develop, adopt, and annually update a three-year Local Control and Accountability Plan ("LCAP"), in conformity with Education Code section 52060 et seq. and its implementing regulations, beginning on July 1, 2015, using the SBE template approved for this purpose, with an annual update to be adopted each July 1 thereafter, in accordance with Education Code section 47606.5, and an LCFF budget overview for parents required pursuant to Education Code section 52064.1 by July 1.

3. Charter School shall comply with the requirements of Education Code Section 47606.5 in developing its LCAP including but not limited to:

   a. Consultation with teachers, principals, administrators, other school personnel, parents and pupils;
   b. Provide notice of the opportunity to submit written communication, consider stakeholder input, and approve in public meetings brought in conformity with the Brown Act;
   c. Adopt LCAP concurrent with the Charter School's budget, submit to CDE and post on website.

4. Charter School shall comply with all accountability measures including the LCAP evaluation rubrics as may be revised by SBE from time to time, as well as the following:

   a. SBE regulations including but not limited to all requirements "to increase and improve" services for unduplicated pupils.
   b. Obtain parent and public input in developing, revising, and updating LCAPs as required by applicable law.
   c. Cooperate and comply with the County Superintendent of Schools if the Charter School meets the requirements to obtain technical assistance under Education Code section 47607.3.
   d. Charter School shall ensure that all LCFF funds are spent in accordance with the requirements of the law.

5 Lottery funds – Charter School will be funded directly from the State

through the District for its share of these funds. A portion of Lottery Funds must be spent on instruction, as dictated by the State.

6. Charter School may be eligible for Federal funding including, but not limited to: Title I, II, IV and VII, based on the qualification of Charter School's students for such funding.

7. Charter School shall elect to receive funding from the State directly, pursuant to Education Code section 47651. Should the Santa Clara County Office of Education or other agency distribute such funds to the District rather than to the Charter School, District shall have no liability whatsoever for failure of the Charter School to timely receive its funding. However, District will promptly transfer to the Charter School any Charter School funds it receives in error.

8. Charter School may receive funding from new or one-time funding sources available to schools or school districts provided by the State of California to the extent that Charter School and its students generate such entitlements. Additionally, Charter School may apply for private grants.

9. Grants written by and obtained by Charter School will come directly to Charter School and not go through the District or be subtracted from the resources the District would otherwise have allocated to Charter School.

10. If the District applies for additional sources of funding in the form of grants or similar funding at the request of and for the benefit of Charter School, which it may do in its sole discretion, the District will receive a percentage of the funds to be allocated to Charter School. The District will charge the maximum indirect costs as allowed under law or as specified by the specific funding source. If the District applies for funds for its schools and the Charter School at the same time, funds shall be allocated to Charter School on a prorated basis based on the formula that generates the funds. For example, if funds are generated on a per eligible student basis, they shall be allocated to Charter School on a per eligible student basis minus the administration fee (i.e., indirect cost fee) charged by the District. Nothing herein, however, shall obligate the District to apply for such additional sources of funding for the benefit of Charter School, unless otherwise required by law.

11. Charter School shall cooperate fully with the District in any applications made by the District at the request of and for the benefit of Charter School.

12. Charter School agrees to comply with all applicable laws and regulations related to receipt and expenditures of such funds.

13. The District shall annually transfer to Charter School funding in lieu of property taxes in monthly installments on or before the fifteenth (15^{th}) of each month pursuant to Education Code section 47635, unless the District does not receive such revenue.

14. Charter School agrees that all loans or other financial commitments by Charter School shall be the sole responsibility of Charter School and the District shall have no obligation for repayment. Charter School shall provide District with not less than 30 days' notice of its intent to incur debt of any kind, including debt incurred by Charter School on behalf of, or for the benefit of Charter School, in a sum exceeding $50,000.00. Such notice shall set forth the amount of debt, the lender, and the general terms of the agreement. Charter School shall ensure that all vendors, creditors, etc., are aware that the Charter School is independent of the District and the District has no responsibility for debts or obligations of the Charter School. (See Section II.C.2.)

15. Charter School agrees that all state and federal funding and revenue (including but not limited to LCFF, supplemental, concentration and Lottery funding) obtained by Voices College-Bound Language Academies on behalf of Voices College-Bound Language Academy shall be used for the benefit of the Voices College-Bound Language Academy, in accordance with the approved Charter, policies approved by the Charter School Governing Board, this Agreement or any authorized amendments to this Agreement, and all applicable laws, regulations and ordinances, in addition to providing educational services and support consistent with the Charter, and proportional support for the operation of a central office and services in support of the mission of Voices College-Bound Language Academies in accordance with Board-adopted policies.

C. Legal Relationship

1. The Parties recognize that the Charter School is a separate legal entity that operates under the supervisorial oversight of the District. Voices College-Bound Language Academies shall maintain its status in good standing with the Internal Revenue Service, the State of California, and shall operate in compliance with its Bylaws and the Charter, and shall further ensure that Voices College-Bound Language Academy, to the extent it is a legal entity separate from Voices College-Bound Language Academies, operates in compliance with all applicable laws. Any failure to do so will be deemed a material violation of the Charter.

2. Voices College-Bound Language Academies Governing Board and Chief Executive Officer shall be wholly and independently responsible for Charter School's operations and shall manage its operations efficiently and economically within the constraints of Charter School's Charter and its annual budget. The District shall not be liable for the debts or obligations of Charter School, or for claims arising from the debts or obligations of Charter School or for claims arising from the performance of acts, errors, or omissions by Charter School, and Charter School agrees to indemnify the District against any such claims as set forth in the Charter and this Section without regard to the extent the District has performed the oversight responsibilities described in Education Code Sections 47604.32 and 47605(m). This indemnification shall survive termination of this Agreement.

Subject to the above, it is agreed that it is the parties' intent that the

District shall incur no unreimbursed cost or expenses of any type whatsoever as a result of its relationship with Charter School. The Charter School shall not enter into a contract or agreement to be managed or operated by any other nonprofit benefit corporation (or any other corporation or entity) without the express written prior approval of the District.

Charter School shall not have the authority to enter into a contract that would bind the District, nor to extend the credit of the District to any third person or party.

Charter School shall, to the fullest extent permitted by law, indemnify, defend, and hold harmless the District, its officers, directors, employees, attorneys, agents, representatives, volunteers, successors and assigns (collectively hereinafter "District" and "District Personnel") from and against any and all actions, suits, claims, demands, losses, costs, penalties, obligations, errors, omissions, or liabilities, including legal costs, attorney's fees, and expert witness fees, whether or not suit is actually filed, and/or any judgment rendered against District and/or District Personnel, that may be asserted or claimed by any person, firm or entity arising out of, or in connection with, Charter School's performance under this Agreement or the Charter, the condition or use of its facilities, or any acts, errors, negligence, omissions or intentional acts by Charter School, its Governing Board, administrators, employees, agents, representatives, volunteers, successors and assigns. This indemnity and hold harmless provision shall exclude actions brought by third persons against the District arising out of any acts, errors, negligence, omissions or intentional acts by the District and/or District Personnel or solely out of any acts or omissions of the District and/or District Personnel that are not otherwise related to or connected with Charter School and/or its Personnel. This indemnification clause shall survive termination of this Agreement.

3. Consistent with Education Code section 47604.1, Charter School will comply with all applicable state and federal laws, including, without limitation, the Ralph M. Brown Act (Gov. Code, § 54950 et seq.), the California Public Records Act (Gov. Code, § 6250 et seq.), and applicable conflict of interest laws applicable to public entities generally, including without limitation, the Political Reform Act (Gov. Code, § 87100) and Government Code 1090 et seq., as set forth in Education Code 47604.1. The parties agree to abide by decisions of the California Court of Appeal, California Supreme Court, and any other state administrative agency with jurisdiction to interpret and enforce conflict of interest laws, to the extent such bodies issue decisions on the application of conflict of interest laws to California charter schools. Charter School shall also comply with all applicable federal and state laws concerning the maintenance and disclosure of student records, including, without limitation, the Family Educational Rights and Privacy Act of 1974 (20 U.S.C.A. §1232g), all applicable state and federal laws and regulations concerning the improvement of student achievement, i including the Every Student Succeeds Act (ESSA), and agrees to take appropriate remedial action if notified by the District, State of

California, and/or Office for Civil Rights or other federal or state administrative agency charged with enforcement of these laws, of a violation of any of the foregoing.

4. Any formal, written complaints or concerns (including complaints filed with OCR, CDE, EEOC, or Civil Rights Division) received by the District about any aspect of the operation of Charter School or about Charter School shall be forwarded by the District to Charter School. District may request that Charter School inform the District of how such concerns or complaints are being addressed, and Charter School shall provide such information. Charter School shall handle its own uniform complaints pursuant to a Uniform Complaint Procedure adopted in accordance with California Code of Regulations, Title 5, Sections 4600 *et seq*. The District retains the authority to investigate any complaints received, in its sole discretion. This section applies to complaints regarding special education.

D. Oversight Relationship

1. Oversight Obligations: District oversight obligations include, but are not limited to, the following:

a. Monitoring the Charter School's academic performance, pupil outcomes, pupil growth by all subgroups, and efforts to pursue and meet pupil outcomes, including but not limited to the goals set forth in the Charter School's Local Control Accountability Plan.

b. Providing in writing to the Charter School no later than July 1 each year a Monitoring and Reporting Schedule.

c. Review and revision of this Agreement and any subsequent agreements to clarify and interpret the Charter and amendments to the Charter and the relationship between Charter School and the District.

d. Monitoring performance and compliance with the Charter and with applicable laws, including, without limitation, by way of the following:

- Identifying at least one staff member as a contact person for the Charter School;
- Visiting Charter School at least once per year;
- Ensuring that Charter School submits the reports and documents identified in subsection (D)(1)(h) below;
- Monitoring the fiscal condition of Charter School;
- Notifying the State of California upon the occurrence of any of the events described in Education Code section 47604.32(a)(5).

Charter School shall promptly respond to all reasonable inquiries of the District, including, but not limited to, inquiries

regarding its financial records.

e. Any process conducted in compliance with Education Code section 47607 related to the issuance of a Notice of Violation or other corrective notice related to Charter School's operations, including document requests, hearings, notices, and investigations, and monitoring efforts to remedy operational problems identified by the District.

f. Data required to be submitted pursuant to this Section shall be submitted in electronic form if requested by the District.

g. Charter School shall comply with Generally Accepted Accounting Principles (GAAP) applicable to public school finance and fiscal management. Charter School shall maintain a minimum reserve for economic uncertainties (designated fund balance) compliant with the reserve requirements applicable to school districts.

h. Pursuant to Education Code section 47604.3, the District has the right to make, and Charter School is obligated to respond, to reasonable requests for information. The Charter School shall promptly respond to requests for information, including but not limited in the areas set forth below. The following provisions are not intended to be exclusive. For purposes of fiscal oversight and monitoring by the District, the District requires Charter School to provide information and documentation related to its operations. Charter School shall provide all information and documentation in the form and at the times specified by the District. Charter School shall provide the District with a copy of the following documents, data and reports, in the form and at the times specified.

(A) Student Data

Charter School shall submit student enrollment projections to the District by June 1 of the preceding school year each year. Any additional student data information with respect to Charter School shall be provided to the District within seven (7) business days of request by District personnel.

Charter School shall maintain contemporaneous written records of enrollment and ADA and make these records available to the District for inspection and audit upon request. Charter School shall provide copies of the P-1, P-2, and annual state attendance reports to the District prior to each report's deadline submission date. Copies of amended state attendance reports, if any, shall be provided to the District within 3 weeks of discovery of the need for making such an amendment. Charter School shall be responsible for reporting all necessary information for the California Basic Education Data System (CBEDS) and the California Longitudinal Pupil Achievement Data System (CALPADS) to the CDE. Such reports must be

generated using the Attendance Reporting software as applicable to charter schools. Charter School shall ensure that coding of student information conforms to District student information system requirements.

Charter School's student discipline policies shall be provided to the District upon request, and as updated; all updates shall be specifically identified for ease of reference and review. Charter School shall provide written notice to the District of each District resident student that leaves the Charter School at any time without completing the school year, including when the student has ceased attending the Charter School for disciplinary reasons or any other involuntary disenrollment for any reason.

(B) Personnel Data/Credential Data

Staffing data shall be available to the District upon request. Charter School shall maintain teacher credentials, clearances, and permits subject to inspection by the District as needed. Charter School shall provide all credential-related documentation to the District upon request.

Charter School will maintain on file, and available for inspection, evidence that clear criminal records summaries based on criminal background checks were conducted and received for all employees prior to employment. Charter School will provide to the District written assurances of compliance with Education Code section 44237 no later than five (5) days prior to the District's scheduled site visit.

Charter School shall report employment status changes for credentialed employees based on allegations of misconduct to the Commission on Teacher Credentialing ("CTC") within 30 days pursuant to Education Code sections 44030.5. Nothing in this provision shall deter the Charter School from voluntarily submitting reports to the CTC before the occurrence of a change in employment status. The District shall be provided a copy of such report concurrently with its submittal to CTC. Charter School shall also report to the District any employment status changes for all other employees based upon allegations of misconduct within 30 days. Charter School shall provide notice to the District's Assistant Superintendent, Educational Services, or designee, by electronic mail.

(C) Budget/Financial Data

Budget Data:

A preliminary budget that has been approved by the Charter School governing board shall be provided to the District on or before July 1 of each year. All key budget variables, including revenue, expenditure, debt, beginning and ending balance variables shall be defined, and the budget shall be accompanied by summary certificated and classified employee salary data, and health benefit plans and policies as supporting documents, including Full-Time Equivalent (FTE's) by position.

Copies of budget revisions shall be provided to the District within two weeks of revision, upon approval by Charter School Governing Board.

A copy of any revisions to Charter School budget guidelines, policies, and internal controls shall be provided to the District within four weeks of adoption of revisions, followed by annual updates. Updates shall be specifically noted for ease of reference and review.

Cash Flow Data/Long-term Debt:

Financial Data
Bank account reconciliations for Charter School will be the responsibility of Charter School.

Charter School shall submit reports to District in accordance with Education Code Section 47604.33 as follows:

- Preliminary budget on or before July 1
- Annual LCAP update and LCFF budget overview for parents on or before July 1
- First interim financial report on or before December 15
- Second interim financial report on or before March 15
- Final unaudited report for the full prior year on or before September 15

The First Interim Financial Report shall reflect changes through October 31; the Second Interim Financial Report shall reflect changes through January 31.

In accordance with Education Code section 47604.33(b), because the District must use the financial information it obtains from Charter School's financial reports to assess the fiscal condition of the Charter School, Charter School shall submit to the District draft reports three (3) weeks in advance of the dates indicated above, and final reports two (2) weeks in advance of such dates, to enable District to have adequate time to review and comment before the final deadline, if necessary.

Financial Audit:

Charter School shall provide a copy of Charter School's Audited Financial Report to the District, the Santa Clara County Superintendent of Schools, the State Controller, and the California Department of Education by December 15 of each year, unless this deadline is changed through a modification of the Education Code. Charter School's Executive Director will review any audit exceptions or deficiencies and report to the Charter School Governing Board with recommendations on how to resolve them. Charter School will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be resolved through the process described in the Charter.

Charter School shall, upon request by the District, present a report to the District's Board of Trustees on its fiscal solvency. This presentation shall be made at an agendized meeting of the Board of Trustees and the report shall include review of the Charter School's ADA, revenue, expenditures, debt, audit findings, and compliance with applicable revenue-based programs and grants such as the National School Lunch Program and the Public Charter Schools Grant Program.

Charter School acknowledges that its inability to provide an accounting of how the $3.8 million fund transfer to Voices College Bound Academies, as approved by a June 29, 2020 resolution adopted by the Voices College Bound Academy Board, damaged the trustworthiness and commitment to transparency of the Charter School and its corporate parent. The Charter School's failure to account for how the $3.8 million revenue that was generated by, and intended to benefit the students of Voices College Bound Academy demonstrated an unacceptable lack of internal fiscal control and institutional integrity. Accordingly, Charter School agrees that it will not make any fund transfers to, or for the benefit of, Voices College Bound Academies, or any of the other charter schools that it operates, other than reasonable market fees for the provision of administrative, back-office, or other support services. Such fees shall be memorialized in a written agreement approved by the Charter School Board in open session of a duly agendized regular board meeting, which shall enumerate with specificity the services provided in consideration.

(D) Governance Data/Meeting Information

Copies of meeting agendas for meetings of the Charter School Governing Board shall be posted at the Charter School facility, corporate offices, and on their websites at the time they are distributed to the public pursuant to the Brown Act. Minutes shall be approved at the subsequent meeting of the Charter School Governing Board and copies of meeting minutes shall be available at the Charter School facility within 5 days after their

approval. Copies of approved minutes will be maintained by Charter School and made available on the Charter School website within 5 days of approval.

Charter School shall establish an annual calendar listing the dates of its regular meetings and identify the locations of those meetings so that members of the public are able to attend the meeting in person, if desired, which will be held in compliance with the Brown Act. Regardless of specific location, Charter School will ensure that all meetings are accessible to the public and may be attended in person if desired. In addition, for any meeting, Charter School may provide an accessible videoconference location within the boundaries of the City of San Jose for every meeting. Notice of the videoconference location shall be included on all meeting agendas, and each videoconference location shall allow for public comment from the video conference location.

Upon request of the District, the Charter School shall annually (on or before July 1 of each year) send to the District a list of its directors and officers, including addresses and phone numbers. The Charter School shall notify the District within 30 days of any change in the composition of these directors and/or officers.

In addition, the Charter School shall regularly provide agendas and minutes for meetings of its English Learner Advisory Committee upon request.

(E) Personnel Policies

A copy of any updates to Charter School personnel and payroll policies shall be provided upon commencement of the first school year and annually thereafter by the District's annual visit to the Charter School.

(F) Risk Management Data

Charter School shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences. Copies of all policies of insurance and memoranda of coverage shall be provided by Charter School to the District annually no later than July 1st annually upon request. The District shall be named as an additional insured. Should insurance expire or lapse for any reason, the Charter School shall immediately inform District, and Charter School shall immediately reinstate full coverage as set forth in Section II G.

The District reserves the right to require complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Agreement at any time. A copy of the Charter School Health and Safety Plan will be maintained by the Charter School and shall be provided (including updates) upon request of the District no later July 1 annually in pdf format to the District's Assistant Superintendent, Educational Services, or designee, by

electronic mail.

(G) Programmatic/Performance Audit

The Charter School shall prepare an annual performance review and present the review to the District Board of Trustees at a public meeting of the Board on or about March 1 each year, the specific date to be mutually agreed between District and Charter School. The performance review report shall include all information necessary to demonstrate that Charter School is meeting the applicable accountability standards and legal requirements as defined by the State of California, the Charter, and this Agreement, and operating in a legally compliant and fiscally responsible manner for the then current school year. The performance review report shall also include, among other things: a discussion of the educational program being delivered at the Charter School; an analysis of whether student performance is meeting the goals specified in the Charter using data displayed on a school-wide basis and disaggregated by major racial and ethnic categories, socio-economic status, English learner status, and/or disability; an overview of Charter School's admissions practices during the year and data regarding the numbers of students enrolled and the number on waiting lists; student data regarding student discipline, expulsion and any disenrollment including the basis for any disenrollment; analysis of the effectiveness of Charter School's internal and external dispute mechanisms and data on the number and resolution of written disputes and complaints; as well as any updates on the Charter School's operations.

(H) Instructional Materials

A list of core instructional materials by grade and content will be maintained by the Charter School and shall be made available to the District within five (5) business days of receipt of a written request from the District. Charter School shall provide such other documents, data and reports related to the Charter School's instructional materials as may be reasonably requested or required by the District or the Santa Clara County Office of Education.

2. Oversight Fees: Charter School shall pay the District one percent (1%) of Charter School revenues to cover the actual cost of supervisorial oversight, unless the District provides substantially rent free facilities, in which case the oversight fee shall not exceed three percent (3%) of the Charter School's revenue. The District reserves the right to charge a pro rata share for Charter School's use of District facilities, in its discretion to the extent allowable by applicable laws. "Charter School revenue" means the funding as set forth in Education Code section 47613(f) or as modified by the Legislature. The District will invoice the Charter School for this amount at the end of each fiscal year.

3. Administrative Services: Charter School has the obligation to provide all administrative services necessary to operate Charter School. Charter School may provide these services directly or may contract

with a third party to provide services, including the District. If Charter School purchases services from a third party other than the District, it shall provide the District, upon request, access to all information regarding Charter School maintained by the third party service provider to the same extent that such information is accessible to the Charter School. Should Charter School desire to purchase administrative or business services from the District, Charter School shall request administrative services in writing. If the Charter School requests administrative services from the District in writing, the Parties shall execute an administrative services contract delineating their agreement. Any such contract is incorporated by reference herein and shall govern the Parties' entire relationship with respect to the District's provision of administrative services.

In the event that the Charter School contracts with the District for any service, including but not limited to food service, custodial or transportation, it shall be obligated to pay for and utilize those services for the entire fiscal year for which such services are contracted. Any contract between the District and Charter School for these services shall be for one year only and shall be finalized before February 1 prior to the fiscal year for which services will be used.

4. Technical Assistance/Failure to Improve Academic Outcomes: Charter School agrees that if one or more pupil subgroups fail to meet the criteria as set forth in Education Code section 47607.3 in two or more years, it shall accept technical assistance as requested by the County Superintendent of Schools in the manner set forth in that statute.

E. Special Education and Student Issues

Please see the Charter School Petition (p. 50-57) for a full description of the roles and responsibilities for special education services for Charter School students.

F. Student Application/Registration/Records/Withdrawal

1. Charter School shall adopt Student Registration forms that include questions about whether the student is currently receiving or has ever received any type of special services (e.g. special education, IEP, Section 504 plan, accommodation plan), or has been expelled from a school district. Charter School shall use a Records Request form to request pupil records from the prior school of attendance for all students who enroll in Charter School. Charter School shall not seek such information in any admissions material.

2. Student Withdrawal from Charter School. If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

3. No student may be suspended for more than ten (10) days or involuntarily disenrolled or dismissed from the Charter School without compliance with the Charter School Suspension/Expulsion policy or the

Charter School's attendance and truancy policies.

G. Insurance

Charter School will obtain its own insurance coverage to cover the operations of Charter School and shall supply the District certificates of insurance, with proof of insurance of at least the types and amounts recommended by the District's insurer based upon the standard coverage for a school of similar size and location, as initially outlined below, which may change annually based on, among other factors, size and location of Charter School subject to District agreement to such change. It is understood that the Charter School is a separate entity from the District and the Charter School is afforded no coverage under any District policy. The District shall be an additional insured on all Charter School policies, and Charter School insurance is to be primary and any insurance maintained by the District, its officers, officials, employees, or volunteers shall be in excess of the Charter School's insurance and shall not contribute to such coverage(s).

To the extent necessary to effectuate continuing coverage of the District under Charter School policies, the provisions of this Section II(G) shall survive the termination of this Agreement.

1. The Charter School, at its expense, shall procure and maintain throughout the term of this Agreement General Liability insurance with a minimum per occurrence limit of $10,000,000 and the deductible/self-insurance retention shall not exceed $10,000. Such minimum limits of policies shall in no event limit the liability of the Charter School hereunder. Insurance shall include coverage for claims against the Charter School, its elected or appointed officials, employees, agents, volunteers and students (interns while acting on behalf of the Charter School) arising out of errors and omissions, abuse and molestation, and employment practices liability. Except for errors and omissions, and employment practices liability coverage, the policy or policies shall name as additional insured, by way of separate endorsement, the District, its elected or appointed officials, employees, agents and volunteers. The policy or policies shall provide that this insurance shall be primary with respect to any liability or claimed liability arising out of the performance or activities by the Charter School under this Agreement or the Charter School's use of the Premises, and that any insurance procured by the District, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not be called upon to contribute until the limits of the insurance provided hereunder shall be exhausted.Charter School shall maintain automobile liability insurance, including non-owned and hired coverage with a minimum per accident limit of $10,000,000 for any injuries to persons (including death therefrom) and property damage in connection with the Charter School's activities under this Agreement.

2. Charter School is to procure and maintain, for the duration of this Agreement, Workers' Compensation insurance against claims for injuries to the Charter School's employees in accordance with such insurance as required by the State of California Labor Code and Employer Liability coverage.

3. Professional Liability (Errors and Omissions) Insurance (including employment practices coverage) with limits not less than One Million Dollars ($1,000,000) each occurrence.

4. If any policies are written on a claims-made form, Charter School agrees to maintain such insurance continuously in force for three years following termination or revocation of the Charter or extend the period for reporting claims for three years following the termination or revocation of the Charter to the effect that occurrences which take place during this shall be insured.

5. District is not responsible for real or personal property losses suffered by the Charter School, its elected or appointed officials, employees, agents, volunteers or students, except those losses resulting from the actions, omissions, negligence or willful misconduct of the District, its trustees, officers, agents and/or employees. Charter School shall be solely responsible for obtaining adequate property insurance for Charter School's personal property, building improvements and any real property/buildings owned by the Charter School.

6. The Charter School must have adopted administrative rules and regulations in regards to risk management and safety, including Board Policies, Administrative Regulations, and provisions in its employee and parent handbooks that are targeted towards risk management and safety.

7. The Charter School must adhere to Charter School's insurance carrier's established claim reporting guidelines, especially as they relate to timeliness and completeness of reporting, and providing assistance requested by the carrier or its representative in the investigation and defense of a claim.

8. If the Charter School is housed in a facility that is not owned by the District, the Charter School shall only allow its facilities to be used by the public in a manner consistent with District Board Policy and Administrative Regulation.

9. The District shall retain the ability to conduct inspections of its facilities and equipment pursuant to established risk management guidelines. Defective or dangerous conditions discovered through these inspections must be promptly corrected at the Charter School's own expense, should the Charter School be found responsible for said defective or dangerous condition. The Charter School shall complete safety inspections per its safety policy.

10. Charter School shall provide a Concussion and Head Injury Information Sheet ("Form") to any student athlete on a yearly basis and the athlete shall not commence practice or competition until the Form is signed and returned by the athlete and the athlete's parent or guardian.

11. The Charter School shall obtain parent or legal guardian permission for voluntary field trips, excursions or extracurricular activities for all student participants under eighteen years of age. An Assumption of Risk Form shall be signed by all parents/legal guardians of student participants under eighteen years of age and the release shall include

acknowledgment that such trips, excursions or extracurricular activities are not affiliated with the District. Student participants eighteen years of age or older shall sign the Assumption of the Risk Form on their own behalf.

12. Charter School employees and parent volunteers must provide proof of automobile liability insurance coverage and a valid driver's license prior to driving on Charter School business or activities. Drivers must be at least 21 years old. Only participants in the activity shall ride in the vehicle while it is being driven on school business.

13. All extracurricular athletic activities or student body groups involving off-campus activities shall require an assumption of risk form to be signed by the participant and parent/legal guardian. Such forms and release shall include acknowledgment that such trips, excursions or extracurricular activities are not affiliated with the District.

14. The Charter School shall follow Charter School's charter, employment agreements, and personnel policies in regards to termination of employees, handling sexual harassment complaints and conducting business in a nondiscriminatory manner and must comply with applicable local, state and federal laws and regulations.

15. If Charter School decides to use the services of independent contractors rather than hiring employees, the Charter School shall be responsible for properly risk managing those activities, including but not limited to compliance with the requirements set forth in Education Code sections 44237, 44830.1 and 45125.1. The Charter School shall also assume all responsibility for any taxes and penalties, which may be assessed against Charter School by the Internal Revenue Service.

16. If any of the Charter School’s coursework involves the handling of hazardous materials, the Charter School shall first provide student training, as well as sufficient supervision to protect the safety of students and teachers. The Charter School shall follow safety guidelines mandated in their insurance policy agreement.

17. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process, or otherwise

have responsibility for Charter School funds, supplies, equipment and/or other assets. Minimum amount of coverage shall be $150,000 per occurrence, with no self-insured retention. The bond/policy deductible shall not exceed $5,000.

I. Human Resources Management

1. All staff working at the Charter School are employees of Charter School or of Voices College-Bound Language Academies. Charter School shall have sole responsibility for employment, management, salary, benefits, dismissal and discipline of its employees. Nothing in this section shall restrict Charter School's ability to hire temporary employees or independent contractors as necessary and in compliance with applicable law.

2. Charter School will be considered the exclusive public school employer under the Educational Employment Relations Act.

3. Charter School agrees to comply with applicable federal statutory and regulatory requirements for teachers and paraprofessionals used for instructional support as set forth in ESSA.

4. Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements, including but not limited to the requirements set forth in Education Code sections 44237, 44830.1 and 45125.1. No individual may begin employment or be in contact with students without full clearance from the Department of Justice.

J. Transportation

All responsibility for transportation services, if offered, will be provided by Charter School, including transportation for field trips.

K. Nutritional Services

Absent a separate written agreement to the contrary, District will not be responsible for providing food services to Charter School. Charter School shall fully comply with all applicable state and federal laws governing free and reduced price lunch/meals. Charter School and District agree that Charter School will participate in the National School Lunch Program, and Charter School understands the importance of every student having access to nutritious lunches and snacks.

L. Educational Program

1. Subject to District oversight and compliance with its Charter and applicable state and federal law, including, without limitation, ESSA, IDEA, state law on the education of students with disabilities, and Section 504, Charter School is autonomous for the purposes of, among other things, deciding Charter School's educational program with the understanding that the educational program shall comply with the Charter.

2. Charter School's calendar shall be submitted upon request to the District for review and verification of compliance with instructional day and minutes requirements. Updates to the calendar shall be provided to the District within 10 days of any changes.

3. It is understood that Charter School shall meet or pursue the adequate applicable accountability provisions under state and federal law.

4. Charter School will not "opt-in" to participate in the *Williams* Settlement but shall comply, if found to be eligible , with the monitoring and inspection requirements imposed by AB 599 (2021) set forth in Education Code Section 1240.

M. Facilities. Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Code. The facilities shall meet the requirements of the Americans with Disabilities Act and shall be approved by the local fire marshal for the use intended. Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Charter School shall conduct fire drills regularly and shall maintain records of such drills. Charter School must be located within the District's boundaries and may not establish an additional site or facility without seeking material revision of its Charter document from the District's Board. No major construction may be initiated at any facility without at least 60 days' notice to the District, and without the advance written consent of District.

Whenever the Charter School is utilizing District facilities, Charter School understands and acknowledges that a separate facilities use agreement is required. If the parties have a facilities use agreement in place, that shall govern over this section.

N. Traffic: Charter School agrees that, for any programmatic or operational decision that raises a reasonable possibility of causing a significant environmental impact, it will discuss, consult and collaborate with the District in its efforts to identify, determine and mitigate any traffic impacts to the site, for the purpose of conducting any environmental review process and identifying mitigation measures and other steps that may be required under the California Environmental Quality Act; and that may otherwise be required to address any traffic issues that might arise in the neighborhood in which Charter School is located.

O. Renewal. The parties recognize that Charter School will be required to meet the requirements of applicable laws as a condition for renewal. If Charter School intends to apply for a renewal of its charter, the District and Charter School may mutually agree to a date of charter submission. The petition must satisfy all legal criteria and evidence that the Charter has operated in full compliance with the law, the Charter and the Agreement in order to be renewed.

P. Response to Requests. Pursuant to Education Code section 47604.3, Charter School shall respond promptly to all reasonable written requests of the District. As a nonprofit public benefit corporation operating publicly funded

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charter

schools, Charter School agrees that its records shall be open to public inspection pursuant to the terms of the California Public Records Act. The Charter School identifies the following contact person for receipt of requests for information: Hugo Torres, Principal.

Q. Designees. Any notice, documentation, and/or information required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and personally delivered or either deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service or facsimile transmission, addressed as follows:

If to the District: Juan Cruz, Superintendent
Franklin-McKinley School District
645 Wool Creek Drive
San Jose, CA 95112

If to Charter: Aldo A Ramírez, Chief Executive Officer
6840 Via del Oro Drive, Suite #205
San Jose, CA 95119

R. Legal Counsel. Charter School shall retain the right to use its own legal counsel and will be responsible for procuring such counsel and associated costs.

S. Provision of Documents. With both parties understanding that some state, federal and county documents directed toward Charter School may be mailed to the District, the District agrees to pass on such documents and forms to Charter School in a timely manner, so it may complete its legal obligations. Charter School has full responsibility for the forms and documents it receives directly and those which it must access on the internet on its own.

T. Non-Assignment. Neither party shall assign its rights, duties or privileges under this Agreement, nor shall either party attempt to confer any of its rights, duties or privileges under this Agreement on any third party, without the written consent of the other party. The replacement of Charter School with any other nonprofit corporation or other operating body or governance structure shall be treated as a material revision of the Charter, subject to the review and approval of the District pursuant to applicable provisions of the Education Code.

U. Severability. If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to public policy, law or statute and/or ordinance, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

V. Jurisdiction. The parties agree that for all legal action the appropriate jurisdiction is the County of Santa Clara, State of California.

This represents the full and final agreement between Charter School and the District. Any modifications of this Agreement must be in writing and executed by the duly authorized representatives of both parties specifically indicating the intent of the parties to modify this Agreement.

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Dated:

Juan Cruz, Superintendent
Franklin-McKinley School District

Dated:

Aldo A Ramírez, Chief Executive Officer
Voices College-Bound Language Academies

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JULY

Due Date	Who	Item	Description	To Whom to Submit
July 1	Charter	*Authorizer Contact*	*Authorizer notifies each charter school of staff member identified as contact*	Asst. Sup Ed Services
July 1	Charter	*LCAP Due to County*	*Charter School is required to Develop, adopt, and annually update a three-year Local Control and Accountability Place (LCAP), using the State Board Approved template for this purpose, in accordance with Education Code section 47606.5*	Copy to Asst. Sup Ed Services or designee
July 1	District	*Monitoring and reporting schedule sent to Charter School*	*Provide in writing to the Charter School no later than July 1 each year a Monitoring and Reporting Schedule.*	Charter Principal
Upon request	Charter	*List of directors and officers including addresses and phone numbers*	*Charter School shall annually (on or before July 1 of each year) send to the District a list of its directors and officers, including addresses and phone numbers.*	Asst. Sup Ed Services
July 1	Charter	*Preliminary budget provided to District*	*A preliminary budget that has been approved by the Charter School governing board shall be provided to the District on or before July 1*	Asst. Sup Business Services
Upon request	Charter	*Copies of all policies of insurance and memoranda of coverage shall be provided to District*	*Charter School shall establish and institute risk management policies and practices to address reasonably foreseeable occurrences. Copies of all policies of insurance and memoranda of coverage shall be provided by Charter School to the District annually no later than July 1st.*	Asst. Sup Business Services
Upon request	Charter	*Copy of Health and Safety Plan maintained and provided to District in pdf format*	*A copy of the Charter School Health and Safety Plan will be maintained by the Charter School and shall be provided (including updates) to the District no later July 1*	Asst. Sup Ed Services

AUGUST/SEPTEMBER

Due Date	Who	Item	Description	To Whom to Submit
Friday of 6th week of school	Charter	*Weekly enrollment report*	*The enrollment report (warm body count) due each Friday for the **first six weeks of school**. Reported by grade level.*	Asst. Sup Business Services
Upon Request		*Student discipline policies*	*Charter School's student discipline policies shall be provided to the District annually by September 1 of each year, and as updated; all updates shall be specifically identified for ease of reference and review.*	
September 15	Charter	*Written compliance with Education Code section 44237*	*Staffing data shall be available to the District on an annual basis and prior to commencement of each school year.*	Asst. Sup Ed Services

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			Teacher credentials, clearances, and permits shall be maintained on file at Charter School and shall be subject to periodic inspection by the District. Charter School will maintain on file, and available for inspection, evidence that clear criminal records summaries based on criminal background checks were conducted and received for all employees prior to employment.	
September 15	Charter	Final unaudited report due	Final unaudited report for the full prior year on or before September 15	Asst. Sup Business Services
By September 30	District	District Charter Principal Meeting #1	Review annual visit protocol, deadlines and annual update to the board.	Charter School Principals or designee

OCTOBER/NOVEMBER/DECEMBER

Due Date	Who	Item	Description	To Whom to Submit
CBEDS Day	Charter	CBEDS Enrollment	*Provide the District the following CBEDS reports:* *a. CBEDS enrollment report including breakdown by ethnicity* *b. In and Out of District (LEA) report* *c. Enrollment shift report between FMSD and charter* *d. Other reports as requested from FMSD*	Asst. Sup Business Services
October 31	Charter	*First Interim Financial Report*	*First Interim Financial report shall reflect changes through October 31*	Asst. Sup Business Services
November 1	Charter	*Authorizers are required to conduct annual visit*	Documents for Annual Visit uploaded to shared drive including the charter school will provide an updated staff list with verification of credential, TB testing, and fingerprints.	
November	District	*Annual Charter School Visits*	*The District is required to conduct annual visit at least one time a year.*	Charter Principal or designee
December 15	Charter	*Charter School's Audited Financial report to the District, the Santa Clara County Superintendent of Schools, the State Controller and the California Department of Education*	*Charter School Shall provide a copy of Charter School's Audited Financial report to the District, the Santa Clara County Superintendent of Schools, the State Controller and the California Department of Education by December 15*	Asst. Sup Business Services
December 15	Charter	*Annual audit*	*Annual independent financial audit – for prior fiscal year*	Asst. Sup Business Services

JANUARY/FEBRUARY/MARCH

Due Date	Who	Item	Description	To Whom to Submit
January 8	Charter	*First Period attendance report (P-1)*	*Attendance report for first attendance accounting period, in CDE format*	Asst. Sup Business Services

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January 15	Charter	*Annual Charter Accountability reports and presentation slides due to District*	*Charter schools prepared annual report to the board*	Asst. Sup Ed Services
January 31	Charter	*Second interim Financial Report shall reflect changes through Jan 31*	*Second interim Financial Report shall reflect changes through Jan 31*	Asst. Sup Business Services
February 1	Charter	*SARC*	*State-mandated School Accountability Report Card provided upon request*	Asst. Sup Ed Services
February	Charter	*Annual Presentation to the Board*	*The Charter School shall prepare an annual performance review and present the review to the District Board of Trustees at a public meeting of the Board on or about March 1 each year*	Asst. Sup Business Services
March 15	Charter	*2nd Interim Financial Report*	*2nd Interim Financial Report Charter School's second interim financial report on or before March 15*	Asst. Sup Business Services
APRIL/MAY/JUNE				
Due Date	**Who**	**Item**	**Description**	**To Whom to Submit**
April 25	Charter	*Second Period attendance reporting (P-2)*	*Attendance report for second attendance accounting period, in CDE format*	Asst. Sup Business Services
June 1	Charter	*Student enrollment projections*	*Charter School shall submit student enrollment projections to the District by June 1 of the preceding school year each year.*	Asst. Sup Business Services
June 30	District	*Oversight fees invoice*	*FMSD prepares and sends invoice for oversight fees per MOU*	Charter Contact per MOU

4913-3219-3559, v. 1

Coversheet

Approve Update to All School Safety Plan : The School Safety Plan Has Been Updated to Include the Instructional Continuity Plan Pursuant to Senate Bill 153 and California Education Code Section 32282

Section: II. Consent Items
Item: G. Approve Update to All School Safety Plan : The School Safety Plan Has Been Updated to Include the Instructional Continuity Plan Pursuant to Senate Bill 153 and California Education Code Section 32282
Purpose:
Submitted by:
Related Material: Instructional Continuity Plan (Site-Based).pdf

Instructional Continuity Plan
For Site-Based Schools

Integrated into SSP: June 24, 2025

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INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Voices College Bound Language Academies ("Voices" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to a qualifying emergency or a natural disaster pursuant to California Education Code 41422 and 43692(a), and it materially reduces the Charter School's average daily attendance ("Emergency Event").

The Instructional Continuity Plan ("ICP") states how Voices will:

1. Establish communication with students and families not later than five (5) calendar days of an Emergency Event that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten (10) instructional days after an Emergency Event disrupts in-person education.

DEFINITIONS

"Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.

"In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.

"Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.

"Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an Emergency Event, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Google Meets or Zoom, etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification

Voices shall engage students and families as soon as practicable following an Emergency Event that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an Emergency Event. This communication shall:

- Notify students and families that in-person instruction will be disrupted as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and
- If the emergency or natural disaster creates persistent power outages or damages critical infrastructure, the Charter School will post flyers in local community centers and libraries, and, if necessary, may broadcast through local television and radio stations how communication will occur until power and internet connectivity are restored; how and where students will commence their academic studies; and provide information regarding mental health.

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the Emergency Event, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to Voices' Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows: Each grade level will be given a time slot to pick up the resources from the school site or designated location.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided an assignment packet to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or

- If an Emergency Event disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family. The Charter School has established partnerships with the following local education agencies ("LEAs") to temporarily support Voices' students in case of an emergency where remote instruction is not feasible: Franklin McKinley School District, Alum Rock School District, and Morgan Hill Community Center.

Communication

Voices' communication platform is ParentSquare and the Voices website, and all communications regarding an Emergency Event will be posted on this platform, which is accessible to all students, parents/guardians, and Voices employees.

ParentSquare and the school website will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc., will occur through ParetSquare, Class Dojo, Google Classroom or email;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. Class Dojo, ParentSquare, email);
- The Charter School's website and ParentSquare will:
  - Identify whether instruction is in-person, remote, or hybrid;
  - Provide updates and solutions about the impact the Emergency Event is having on providing in-person, remote, or hybrid instruction; and
  - Provide an outlook for when and how normal operations will resume through the Charter School's Google Classroom, and when in-person instruction will resume.
- If the Emergency Event has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every 24 hours.

TECHNOLOGY

[1] When a student is temporarily reassigned to another LEA outside of the school district in which the student's parent(s) or guardian resides, then, notwithstanding any other law, that student shall be deemed to have complied with the residency requirements for attendance in the LEA that is temporarily serving the student pursuant to this ICP.

To solidify and strengthen technology readiness for students and educators to support a pivot to independent study from in-person instruction, Voices orients every student and employee within the first thirty (30) days of the school year and again every other month to the Charter School's "digital backpacks," which is a bundle of the Charter School's digital resources that students and educators will access during a school closure.

Voices annually surveys its families to determine which students will need a laptop computer and an internet hotspot during a school closure. With this information, the Charter School has purchased and stockpiled extra devices for distribution and to replace damaged or destroyed equipment.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an Emergency Event that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade-level standards that is substantially equivalent to in-person instruction.

Assessments

Teachers will use the following assessment tools to check for student understanding: California State Assessments including Initial and Summative ELPAC, CAST, CAASPP for ELA and Math, as well as an adopted K-2 Reading Screener.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: IXL Diagnostics for Reading, Math, and Science, as well as LAS Links.

Each student and their parent/guardian will receive confidential results of the above assessments through ParentSquare forms.

Academic Support

Students demonstrating the need for additional support will be contacted by the school's Student Services Manager to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services, or support.

Teachers will maintain virtual office hours to provide students or a student's parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of students who are not performing at grade level, or who need support in other areas, such as English Learners, students in foster care or students who are experiencing homelessness, and/or students requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the student's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education ("FAPE") in the least restrictive environment. The Charter School complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a FAPE to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Director of Special Education will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at emagana@voicescharterschool.com.

The Director of Special Education will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at emagana@voicescharterschool.com.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of ELs through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Director of Dual-Immersion Instructional Leadership will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to Director of Dual-Immersion Instructional Leadership at emagana@voicescharterschool.com.

Foster Students and Students Experiencing Homelessness

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Network Operations Manager at nortiz@voicescharterschool.com for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

Voices recognizes that when an Emergency Event occurs, it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Contact the School Site Counselor

- Voices West Contra Costa:
- Voices Flagship
- Voices Mt. Pleasant
- Voices Morgan Hill

Available in the Community:

- Pacific Clinics Mobile Crisis Team (formerly Uplift Family Services): (408) 379-9085, Alum Rock Crisis Unit: (408) 294-0579
- Contra Costa County: Psychiatric Emergency Services in Contra Costa: Contra Costa Regional Medical Center -call 24-hour Access Line at 1-888-678-7277 for mental health resources or the Contra Costa Crisis Center at 1-800-833-2900 for 24-hour crisis support
- San Joaquin County: San Joaquin County Crisis Line: For immediate crisis support, call 209-468-3549

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the Charter School, meals will be provided through the following methods:

- Voices will distribute meals at the school site or at a designated place.
- Voices will coordinate with the Second Harvest Food Bank of Silicon Valley to distribute fresh groceries or ready-to-eat meals.

PROFESSIONAL LEARNING

At the beginning of each school year, and upon hire, Voices will provide teachers with regular training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Staff are available to cover those affected by the Emergency Event
- Kitchen is up and running for meals

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Coversheet

"Flagship" (FS) Review of Local Indicators and 25-26 LCAP Approval

Section:	III. 25-26 Local Indicators Review and LCAP Approval
Item:	A. "Flagship" (FS) Review of Local Indicators and 25-26 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	24-25 CA Dashboard Local Indicators - Flagship.pdf Voices Flagship LCAP 2025 Combined.pdf

2023-24 CA Dashboard - FLAGSHIP	
Local Inidicator 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)	
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:*	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):*	0
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.	
Local Inidicator 2: Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards	
1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	
English Language Arts – Common Core State Standards for English Language Arts*	3 – Initial Implementation
English Language Development (Aligned to English Language Arts Standards)*	2 – Beginning Development
Mathematics – Common Core State Standards for Mathematics*	3 – Initial Implementation
Next Generation Science Standards*	2 – Beginning Development
History-Social Science*	1 – Exploration and Research Phase
2. Rate the local educational agency'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.	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	2 – Beginning Development
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	4 – Full Implementation
History-Social Science*	1 – Exploration and Research Phase
3. Rate the local educational agency'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)	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	2 – Beginning Development
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	3 – Initial Implementation
History-Social Science*	3 – Initial Implementation
4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.	
Career Technical Education*	N/A
Health Education Content Standards*	1 – Exploration and Research Phase
Physical Education Model Content Standards*	1 – Exploration and Research Phase
Visual and Performing Arts*	1 – Exploration and Research Phase
World Language*	4 – Full Implementation
Support for Teachers and Administrators: 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).	
Identifying the professional learning needs of groups of teachers or staff as a whole*	4 – Full Implementation
Identifying the professional learning needs of individual teachers*	4 – Full Implementation
Providing support for teachers on the standards they have not yet mastered*	4 – Full Implementation
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.	
Local Indicator 3: Self-Reflection Tool (Priority 3) – Parent and Family Engagement	
Section 1: Building Relationships Between School Staff and Families	
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 – Full Implementation
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.*	4 – Full Implementation
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.*	4 – Full Implementation
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 – Full Implementation
Building Relationships Dashboard Narrative Boxes	
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 Flagship: College-Bound Language Academy piloted a new role, the Family and Community Engagement Coordinator, which has significantly strengthened our efforts to build relationships with families. This position has allowed us to offer more consistent and meaningful opportunities for engagement, including an increased number of school events that have led to greater family participation. Additionally, we have continued to foster strong school-family connections through our end-of-year student recognition ceremony, which celebrates the core values demonstrated by students across all grade levels and honors the shared commitment of families and staff to student success.
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 Flagship: College-Bound Language Academy is focused on increasing family participation in key engagement opportunities, particularly the principal-led Cafecitos and ELAC meetings. We aim to strengthen communication around academics and provide targeted support for families of Special Education students, newcomers, and English Language Learners. To further enhance our academic model, we plan to launch new initiatives such as a Curriculum Night and a Literacy Night, in partnership with the local library, creating more structured opportunities for families to engage directly with instructional programs and student learning.
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 Flagship: College-Bound Language Academy is committed to reducing barriers that prevent underrepresented families from participating in school events and activities. In response to family input, we are intentional about planning events that consider the diverse needs of our community, including work schedules, childcare responsibilities, and meal preparation. To support greater participation, we offer events at accessible times, provide food so families don’t have to worry about cooking, and offer childcare when possible to allow caregivers to fully engage in presentations or workshops. Additionally, most of our events are open to entire families, helping create an inclusive and welcoming environment for all.

Section 2: Building Partnerships for Student Outcomes	
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.*	2 – Beginning Development
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.*	3 – Initial Implementation
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 – Full Implementation
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 – Full Implementation
Building Partnerships Dashboard Narrative Boxes	
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.*	Voices Flagship: College-Bound Language Academy has made strong progress in building partnerships that support student outcomes. We have a valuable collaboration with the Boys and Girls Club, which offers free after-school and summer programs for our students. During the school year, the program provides structured homework time and academic support, along with opportunities for enrichment in areas such as the arts, sports, and other educational activities. Additionally, we partner with Pacific Clinics to offer consistent, school-based support group interventions, ensuring that students receive social-emotional and mental health support as part of a comprehensive approach to student success. We also host an annual High School Night, in partnership with local high schools, for our graduating 8th grade students, during which local high schools table at our campus. This event helps families and students explore a variety of high school options, and our staff provides hands-on support with the application process to ensure a smooth transition into the next stage of their academic journey.
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 Flagship: College-Bound Language Academy is focused on expanding partnerships with local colleges and universities to increase student exposure to higher education. Our goal is to establish new collaborations that will allow us to organize more field trips to college campuses and bring higher education experiences directly to our students. By creating these opportunities, we aim to inspire college awareness and readiness from an early age, especially for students who may be the first in their families to pursue postsecondary education.
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 Flagship: College-Bound Language Academy is committed to ensuring that all students, including those from underrepresented families, have equitable access to enrichment opportunities that support academic and personal growth. To reduce financial barriers, we prioritize offering programs and field trips that are free or low-cost to families. Our school actively fundraises to cover the majority of trip and program expenses, making it possible for all students to participate regardless of their economic circumstances. This approach allows us to strengthen partnerships for student outcomes while ensuring inclusivity and broad family engagement.
Section 3: Seeking Input for Decision-Making	
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 – Initial Implementation
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 – Initial Implementation
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 – Initial Implementation
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 – Initial Implementation
Seeking Input for Decision-Making Dashboard Narrative Boxes	
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 Flagship: College-Bound Language Academy actively involves stakeholders in decision-making processes. Academic decisions are made collaboratively with teachers to ensure instructional effectiveness. For families, we provide multiple communication channels, including in-person meetings, email, and family apps such as ParentSquare and ClassDojo, to accommodate diverse preferences. The principal hosts monthly Cafecitos, offering families opportunities to receive updates and share feedback directly. Additionally, our ELAC Committee, composed of family members, meets quarterly with the principal to discuss and contribute ideas, further strengthening our partnership in decision-making.
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 Flagship: College-Bound Language Academy is focused on increasing attendance and active participation in the monthly Cafecitos and ELAC committee meetings. Additionally, we plan to establish a dedicated family volunteer group that meets regularly to further support the school's work and foster stronger family engagement in decision-making processes.
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 Flagship: College-Bound Language Academy is committed to removing barriers that may prevent underrepresented families from participating in decision-making processes. To improve engagement, we will offer flexible meeting times and varied communication methods—including in-person, virtual, and multilingual options—to accommodate families' diverse schedules and language needs. We will also provide childcare and refreshments during meetings to make participation more accessible. By creating a welcoming and supportive environment, we aim to amplify the voices of underrepresented families and ensure their input is reflected in school decisions.
Local Indicator 6: Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool	
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.	Voices Flagship: College-Bound Language Academy utilizes the Panorama Social-Emotional Learning: Student Competency & Well-Being Measures to assess school climate and student well-being across grade levels. The survey provides valuable insight into students' perceptions of their relationships, emotional well-being, and engagement at school. For Grades 3–5, 87% of students reported having supportive relationships at the school site, indicating a strong sense of connection with peers and adults; 67% felt they put in consistent classroom effort; 53% reported experiencing positive feelings, while 51% experienced challenging feelings; 51% of students reported a sense of self-efficacy, reflecting moderate confidence in their ability to succeed academically. For Grades 6–12, 77% of students reported having supportive relationships, showing a slightly lower but still encouraging level of connectedness as students grow older; 52% felt they put in effort in the classroom; 51% reported positive feelings, while 42% reported experiencing challenging emotions; Only 27% of students reported self-efficacy, highlighting a significant area for growth in terms of students' belief in their own academic capabilities. This data suggests that while students across all grades generally feel supported at school, there is a notable decline in self-efficacy and classroom effort as students move into higher grades. These trends will inform future efforts to strengthen student engagement and emotional resilience, particularly for middle and high school students.
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.	Analysis of the Panorama Social-Emotional Learning survey data revealed that supportive relationships are a key strength, with 87% of Grades 3–5 and 77% of Grades 6–12 students reporting positive connections at school. While over half of students in both groups also reported positive feelings, areas of need include self-efficacy and classroom effort—especially in Grades 6–12, where only 27% of students felt confident in their ability to succeed, compared to 51% in Grades 3–5. This decline highlights the need for increased support in student motivation, engagement, and confidence as they progress through school. These findings will inform future efforts to strengthen social-emotional supports and academic engagement, particularly for older students and underrepresented groups.

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.	Based on the analysis of local SEL data and identified areas of need, Voices Flagship: College-Bound Language Academy will implement several changes to better support student engagement and self-efficacy, particularly in Grades 6–12. We plan to revise our advisory and intervention programs to include more targeted social-emotional learning and goal-setting strategies. Additionally, we will provide professional development for staff focused on fostering student agency and motivation in the classroom. Our school will also increase opportunities for student voice through surveys and focus groups, helping us to continuously adjust practices based on real-time student feedback. These changes reflect a commitment to continuous improvement and addressing the specific needs of our students as they develop both academically and emotionally.
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.	
Local Indicator 7: Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study	
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.	Voices Flagship: College-Bound Language Academy uses a combination of locally selected tools and measures to track student access to and enrollment in a broad course of study across grade spans and student groups. These include internal master schedules, course enrollment data, and student information system reports that disaggregate participation by grade level, English Learners, students with disabilities, and socioeconomically disadvantaged students. Additionally, we conduct regular internal audits to ensure all students, including unduplicated student groups and individuals with exceptional needs, have equitable access to core academic subjects as well as enrichment opportunities such as the arts, sports, STEM, and dual-language instruction. These tools help us monitor and adjust course offerings to meet the diverse needs of our student population.
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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.	Using course enrollment data and internal scheduling audits, Voices Flagship: College-Bound Language Academy has determined that all students, including English Learners, students with disabilities, and socioeconomically disadvantaged students, have equitable access to a broad course of study. Data shows consistent access across all grade levels at our school site, with no significant disparities identified between student groups. Over time, we have expanded access to enrichment and intervention programs, particularly for students with exceptional needs, and continue to monitor enrollment patterns to ensure inclusive participation and equitable opportunities for all 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.	While all students at Voices Flagship: College-Bound Language Academy currently have access to a broad course of study, several barriers impact our ability to fully expand and deepen that access. Staffing limitations, particularly in specialized areas such as the arts and special education, can affect the consistency and variety of offerings. Limited funding also poses a challenge in expanding enrichment programs and ensuring smaller class sizes for targeted support. Additionally, scheduling constraints sometimes make it difficult to provide intervention and enrichment without pulling students from other core or elective classes. These barriers are being addressed through ongoing recruitment efforts, strategic use of resources, and continuous evaluation of the master schedule to maximize student access and instructional time.
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?	In response to identified barriers, Voices Flagship: College-Bound Language Academy is implementing several key actions to ensure all students have equitable access to a broad course of study. We are prioritizing the recruitment of credentialed and specialized staff to expand course offerings and support diverse learner needs. Additionally, we are refining our master scheduling process to reduce conflicts between intervention and enrichment programs, ensuring students do not have to choose between core instruction and additional support or electives. To address funding limitations, we are pursuing additional grants and increasing community partnerships to sustain and grow enrichment opportunities. These efforts reflect our commitment to providing a well-rounded, inclusive educational experience for all students.

LCFF Budget Overview for Parents

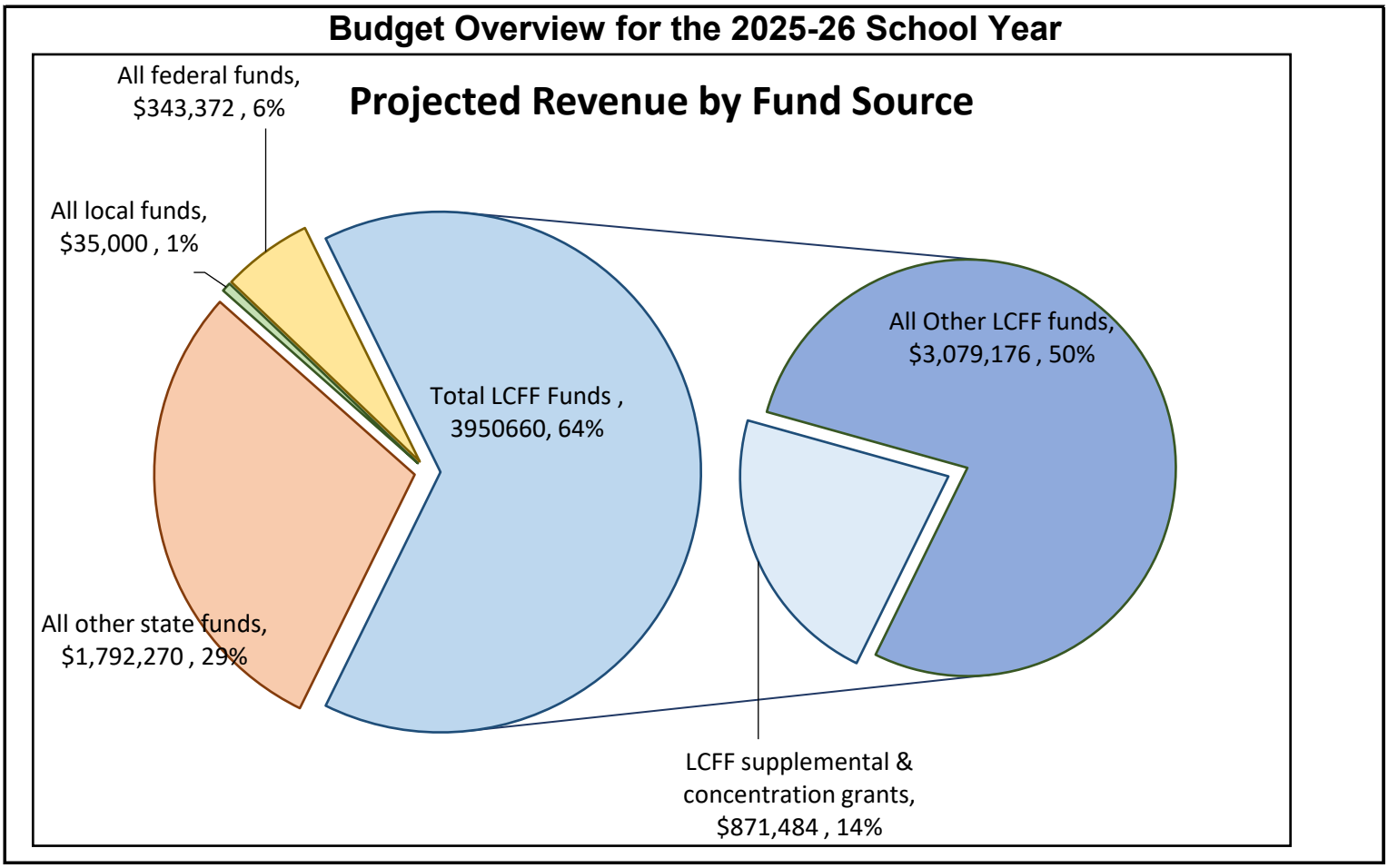
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy

CDS Code: 43694500113662

School Year: 2025-26

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).

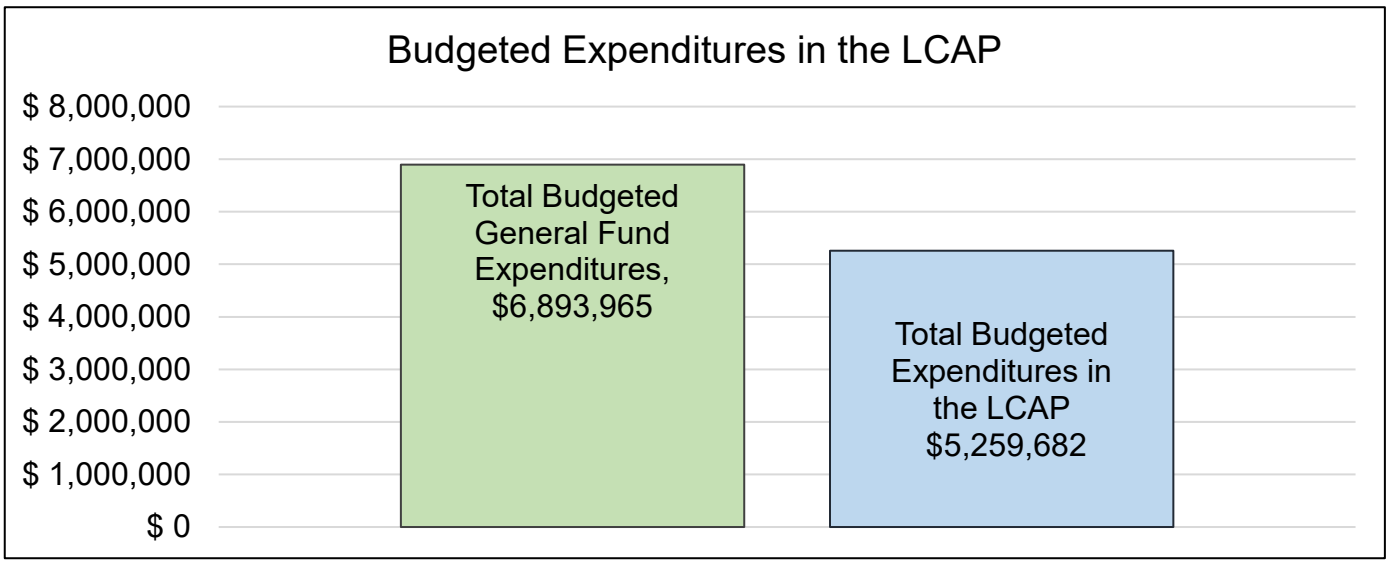


This chart shows the total general purpose revenue Voices College-Bound Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy is $6,121,302.00, of which $3,950,660.00 is Local Control Funding Formula (LCFF), $1,792,270.00 is other state funds, $35,000.00 is local funds, and $343,372.00 is federal funds. Of the $3,950,660.00 in LCFF Funds, $871,484.00 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 2025-26. 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 $6,893,965.00 for the 2025-26 school year. Of that amount, $5,259,682.00 is tied to actions/services in the LCAP and $1,634,283.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

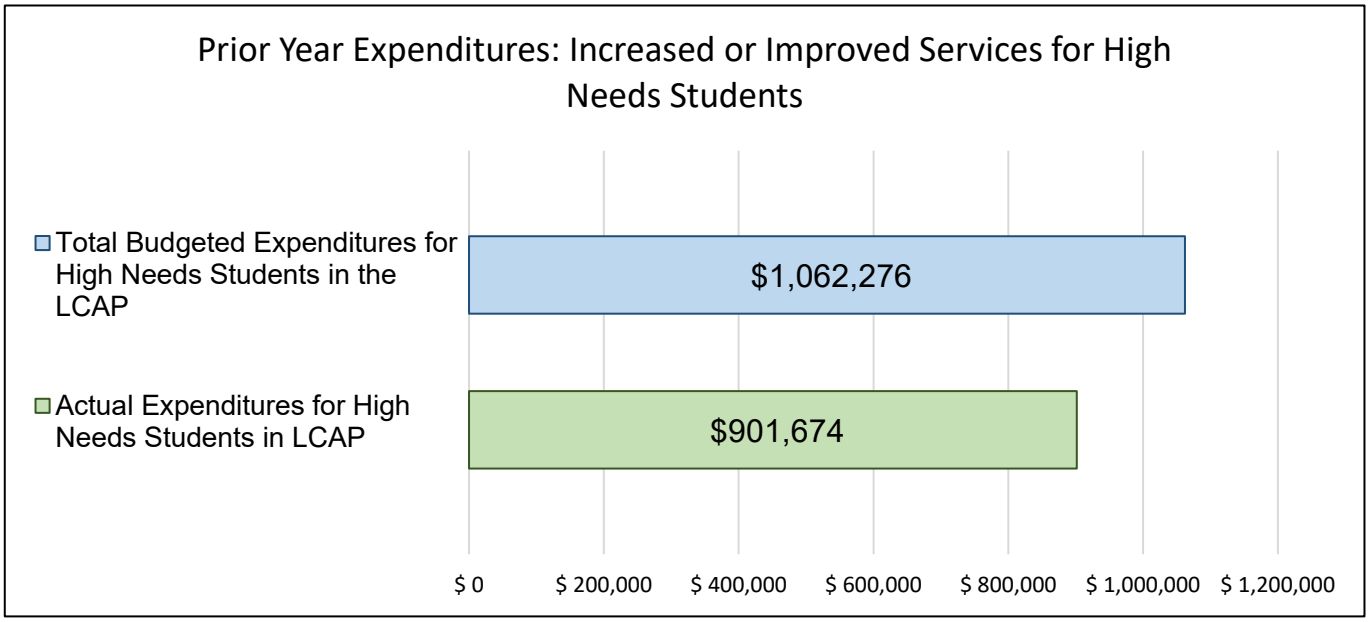
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Voices College-Bound Language Academy is projecting it will receive $871,484.00 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 $1,079,643.00 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 2024-25



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 2024-25, Voices College-Bound Language Academy's LCAP budgeted $1,062,276.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy actually spent $901,674.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $160,602.00 had the following impact on Voices College-Bound Language Academy's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 was a 15% difference from the total budgeted expenditures. The 15% difference resulted from staffing vacancies and unspent funds in planned interventions.

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 2025-26

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 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. 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 which promote 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 2024 reports that in 2023-24, Voices served 337 students with diverse needs and backgrounds: 72.7% socioeconomically disadvantaged ("SED") or low income ("LI") students; 46% of students were English Learners ("ELs"); 10.1% of English Learners were Redesignated Fluent English Proficient ("RFEP"); 11.6% of students with disabilities ("SWD"); 0.3% Foster Youth ("FY"); and, 0% Homeless Youth. As of the 2023-24 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (94.2%), White (0.9%), Asian (0.9%), Filipino (0.3%), and Two or More Races (0.6%). 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, the Charter School addresses specific actions and services for ELs, SED/LI students, and FY to provide equal access to a high-quality program.

Voices College-Bound Language Academy (Flagship) is not eligible to be an Equity Multiplier School.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Voices 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, 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 2024 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).

English Language Arts Performance

Increase ELA Performance overall and for significant subgroups. SBAC ELA performance declined significantly from Spring 2023 to Spring 2024 and remained in the “Low” performance level. In 2022–23, the overall Distance from Standard (“DFS”) was -34.7, with 36.05% of students meeting or exceeding standards. By 2023–24, the overall DFS dropped to -59.5, and only 29.05% met or exceeded standards. Performance declined across all student groups. For Hispanic students, DFS worsened from -41.2 to -63.3, and the percentage meeting or exceeding standards fell from 33.79% to 27.80%. SED students showed a DFS decline from -57.9 to -69.9, with a drop in proficiency from 28.95% to 26.62%. ELs were especially impacted, with DFS falling from -51.8 to -89.3, and only 3.26% meeting standards in 2024 compared to 20.95% in 2023. Long-Term English Learners (“LTELs”) had a DFS of -112.3 in 2024. SWD showed slight improvement in DFS from -108.1 to -107.3, but their proficiency dropped from 10.71% to 3.70%. These outcomes underscore a critical need for targeted academic intervention and language development support, especially for ELs, LTELs, and SWDs.

Math Performance

Increase Math Performance overall and for significant subgroups. SBAC Math results from Spring 2024 reflect a continued decline in academic performance compared to the prior year though remaining in the “Low” performance level. In 2022–23, the overall DFS was -66.8, with 19.92% of students meeting or exceeding standards. In 2023–24, the overall DFS dropped to -83.4, and the percentage of students meeting or exceeding standards fell to 16.51%. Hispanic students saw their DFS decline from -69.4 to -87.2, with a drop in proficiency from 17.94% to 14.98%. SED students improved slightly in proficiency (from 14.92% to 15.59%) despite a worsening DFS from -84.1 to -93.2. ELs experienced a steep decline, with DFS increasing from -86.7 to -110.6 and only 2.15% meeting standards in 2024 compared to 9.26% in 2023. LTELs had a DFS of -148.2, indicating extreme need. SWDs had a DFS decline from -137.3 to -143.7, with proficiency falling from 7.14% to 3.70%. These results indicate an urgent need for intensified support in mathematics, particularly for ELs, LTELs, and SWDs.

English Learner Progress Indicator

Increase English Learner Progress Indicator ("ELPI") for all English Learners. In 2024, the ELPI was rated "Very Low," with only 33.3% of ELs making progress toward English language proficiency, as reported on the 2024 California School Dashboard. This is significantly below the state average of 45.7%. In the prior year, 2022–23, the Dashboard reported 46.4% of ELs making progress indicating a decline in progress over the past year. These results highlight the need for targeted support and intervention to accelerate English language development for ELs, LTELs, and RFEPs for four years after reclassification.

Chronic Absenteeism Rate

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. Chronic absenteeism rates improved from 2022–23 to 2023–24 but remain a concern across key student groups. In 2022–23, 34.0% of all students were chronically absent. By 2023–24, that rate decreased to 29.3%, earning a "Medium" rating on the Dashboard. Hispanic students improved from 38.4% to 29.5%, and SED students declined from 38% to 32.1%. ELs showed progress, with rates dropping from 38.1% to 33.5%, while LTELs were reported at 31.4% in 2024. SWD also improved, decreasing from 31.3% to 26.1%. Although the overall trend is positive, the data highlights the continued need for proactive attendance strategies targeting historically underserved student groups.

Suspension Rate

Maintain suspension rate at 1% overall and for significant subgroups. Suspension rates increased notably from 2022–23 to 2023–24, resulting in an "High" rating on the 2024 California School Dashboard. The overall suspension rate rose from 1% to 2.8%**.** Hispanic students saw an increase from 0.8% to 2.9%, and ELs increased from 1.1% to 3.8%, with LTELs showing a particularly concerning rate of 13.5% in 2024. SED students rose from 0% to 3.4%, while SWD remained steady at 2% across both years. These increases underscore the need for stronger implementation of restorative practices and behavior supports, particularly for EL and LTEL populations. 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, Positive Behavioral Interventions and Supports ("PBIS"), and Multi-Tiered System of Supports ("MTSS").

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 has been classified in the Middle Performance Category for Charter Schools across the State by the CDE.

ESSA Assistance Status
Voices has "No Status" for ESSA due to the overall student performance especially in the areas of ELA and Math performance levels.

LCFF Charter School Assistance Status
Voices is in General Assistance based on the 2023 and 2024 California Dashboards similarly to all schools.

Current ELs and LTELs met the criteria in Priority 4, Pupil Achievement, and Priority 6, School Climate for the overall performance level in ELA and Math Performance and the Suspension Rate. The 2024 ELA Performance for ELs and LTELs was in the “Very Low” range, and the 2024 Math Performance for ELs was in the “Very Low” range, and for LTELs was in the “Low” range. The 2024 Suspension Rate for ELs and LTELs was in the “Very High” range. In 2025, the pupil achievement and the suspension rate for ELs and LTELs must be improved especially for these subgroups.

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 and 2024 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 2023 and 2024 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 2023 and 2024 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. The data, goals, and actions were discussed. Additionally, staff surveys were used to inform the LCAP.
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP.
Students	Engaged in collecting feedback on the goals and actions with middle school students as part of their student council.
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).
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1).
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Student Council which acts as the Student Advisory Committee reserves the first meeting of the month to provide input on LCAP and other pertinent school policies or actions.
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).
Public Comment	6/5/25-6/20/25: 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	6/5/25 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/25 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 6/25/25 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 feedback provided by educational partners indicated a need to continue with the Goals, Metrics, and Actions. Specific focus on increasing ELA and Math Performance and English Learner Progress, and reducing Chronic Absenteeism Rate and Suspension Rate.

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. SBAC ELA performance declined significantly from Spring 2023 to Spring 2024 and remained in the "Low" performance level. By 2023–24, the overall DFS dropped to -59.5, and only 29.05% met or exceeded standards. Performance declined across all student groups. For Hispanic students, DFS worsened from -41.2 to -63.3, and the percentage meeting or exceeding standards fell from 33.79% to 27.80%. SED students showed a DFS decline from -57.9 to -69.9, with a drop in proficiency from 28.95% to 26.62%. ELs were especially impacted, with DFS falling from -51.8 to -89.3, and only 3.26% meeting standards in 2024 compared to 20.95% in 2023. Long-Term English Learners ("LTELs") had a DFS of -112.3 in 2024. SWD showed slight improvement in DFS from -108.1 to -107.3, but their proficiency dropped from 10.71% to 3.70%.

SBAC Math results from Spring 2024 reflect a continued decline in academic performance compared to the prior year though remaining in the "Low" performance level. In 2023–24, the overall DFS dropped to -83.4, and the percentage of students meeting or exceeding standards fell to 16.51%. Hispanic students saw their DFS decline from -69.4 to -87.2, with a drop in proficiency from 17.94% to 14.98%. SED students improved slightly in proficiency (from 14.92% to 15.59%) despite a worsening DFS from -84.1 to -93.2. ELs experienced a steep decline, with DFS increasing from -86.7 to -110.6 and only 2.15% meeting standards in 2024 compared to 9.26% in 2023. LTELs had a DFS of -148.2, indicating extreme need. SWDs had a DFS decline from -137.3 to -143.7, with proficiency falling from 7.14% to 3.70%.

From 2022–23 to 2023–24, CAST Science performance remained relatively consistent overall, with a slight increase from 11.25% to 11.29% of students meeting or exceeding standards. Hispanic students declined from 10.67% to 6.78%, while SED students showed a small improvement from 7.32% to 8.51%. ELs remained at 0% in both years.

In 2024, the ELPI was rated “Very Low,” with only 33.3% of ELs making progress toward English language proficiency, as reported on the 2024 California School Dashboard. This is significantly below the state average of 45.7%.

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: DataQuest	16 FTE 0.0% Clear 6.3% Out-of-Field 0.0% Intern 93.8% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2022-23 Data Source: DataQuest		70% Clear 5% Out-of-Field 25% Intern 30% Ineffective Data Year: 2024-25 Data Source: DataQuest	FTE **Declined by 2** Clear **Declined 16.4%** Out-of-Field **Increased 0.8%** Intern **No Change** Ineffective **Increased 32%** Incomplete **Declined 5.5%** Unknown **Declined 10.9%**
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: 2024-25 Data Source: Local Indicators		100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	Met Target
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 Data Year: 2023-24 Data Source: Dashboard Fall 2024		Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	Did Not Meet Target

1.4	SBAC ELA	2022-23 ELA Distance from Standard **"Low"** Overall: -34.7 HISP: -41.2 SED: -57.9 EL: -51.8 SWD: -108.1 Data Year: 2022-23 Data Source: Dashboard 2023 Percent Meets and Exceeds: Overall: 36.05% HISP: 33.79% SED: 28.95% EL: 20.95% SWD: 10.71% Data Year: 2022-23 Data Source: CAASPP	2023-24 ELA Distance from Standard **"Low"** Overall: -59.5 HISP: -63.3 SED: -69.9 EL: -89.3 LTEL: -112.3 SWD: -107.3 Data Year: 2023-24 Data Source: Dashboard 2024 Percent Meets and Exceeds: Overall: 29.05% HISP: 27.80% SED: 26.62% EL: 3.26% SWD: 3.70% Data Year: 2023-24 Data Source: CAASPP		2025-26 ELA Distance from Standard Overall: 25.3 HISP: 18.8 SED: 2.1 EL: 8.2 SWD: -48.1 Data Year: 2025-26 Data Source: Dashboard 2026 Percent Meets or Exceeds: Overall: 51.05% HISP: 48.79% SED: 43.95% EL: 35.95% SWD: 25.71% Data Year: 2025-26 Data Source: CAASPP	Did Not Meet Annual Target of 20 points each year DFS: Overall: **Declined 24.8 points** HISP: **Declined 22.2 points** SED: **Declined 11.9 points** EL: **Declined 37.5 points** LTEL: **Declined 14.7 points** SWD: **Maintained 0.8 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 7%** HISP: **Declined 5.99%** SED: **Declined 2.33%** EL**: Declined 17.69%** SWD: **Declined 7.01%**

1.5	SBAC Math	2022-23 Math Distance from Standard **"Low"** Overall: -66.8 HISP: -69.4 SED: -84.1 EL: -86.7 SWD: -137.3 Data Year: 2022-23 Data Source: Dashboard 2023 Percent Meets or Exceeds: Overall: 19.92% HISP: 17.94% SED: 14.92% EL: 9.26% SWD: 7.14% Data Year: 2022-23 Data Source: CAASPP	2023-24 Math Distance from Standard **"Low"** Overall: -83.4 HISP: -87.2 SED: -93.2 EL: -110.6 LTEL: -148.2 SWD: -143.7 Data Year: 2023-24 Data Source: Dashboard 2024 Percent Meets or Exceeds: Overall: 16.51% HISP: 14.98% SED: 15.59% EL: 2.15% SWD: 3.70% Data Year: 2023-24 Data Source: CAASPP		2025-26 Math Distance from Standard Overall: -6.8 HISP: -9.4 SED: -24.1 EL: -26.7 SWD: -77.3 Data Year: 2025-26 Data Source: Dashboard 2026 Percent Meets or Exceeds: Overall: 34.92% HISP: 32.94% SED: 29.92% EL: 24.26% SWD: 22.14% Data Year: 2025-26 Data Source: CAASPP	Did Not Meet Annual Target of 20 points each year DFS: Overall: **Declined 16.7 points** HISP: **Declined 17.8 points** SED: **Declined 9.1 points** EL: **Declined 23.8 points** LTEL: **Increased 3.2 points** SWD: **Declined 6.4 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 3.41%** HISP: **Declined 2.96%** SED: **Maintained 0.06%** EL: **Declined 7.11%** SWD: **Declined 3.44%**

1.6	CAST Science	Overall: 11.25% HISP: 10.67% SED: 7.32% EL: 0% SWD: Too Few Data Year: 2022-23 Data Source: CAASPP	Overall: 11.29% HISP: 6.78% SED: 8.51% EL: 0% SWD: Too Few Data Year: 2023-24 Data Source: CAASPP		Overall: 26.25% HISP: 25.67% SED: 22.32% EL: 15% SWD: Too Few Data Year: 2025-26 Data Source: CAASPP	Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Maintained 0.04%** HISP: **Declined 3.89%** SED: **Increased 1.19%** EL: **Maintained 0%**
1.7	ELA Local Assessment –MAP and IXL	34% of students met growth target 4.42% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 44.3% Proficient MAP in Fall 2024 29% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	Met Annual Target **39.88% Increase on Reading MAP**
1.8	SLA Local Assessment – STAR Reading in Spanish	Not Administered Data Year: 2023-24 Data Source: Local Assessment Data	28% Proficient STAR SLA Data Year: 2024-25 Data Source: Local Assessment Data		SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	Unable to Determine

1.9	Math Local Assessment – MAP/IXL	47% of students met growth target 10.73% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 53.1% Proficient MAP in Fall 2024 24% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	Met Annual Target **42.37% Increase on Math MAP**
1.10	EL students making progress toward English Proficiency	ELPI is **"Low"** for 2023 ELPI is 46.4% Data Year: 2022-23 Data Source: Dashboard 2023	ELPI is **"Very Low"** for 2024 ELPI is 33.3% Data Year: 2023-24 Data Source: Dashboard 2024 (State – 45.7%)		ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: Dashboard 2024	Did Not Meet Annual Target **Declined 13%**
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2023-24 Data Source: Dataquest		EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

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.

Overall, the actions were implemented as planned. The Charter School was fully staffed, and the action was implemented. The Core Curriculum was implemented, and EnVision Math was piloted. There needs to be more training on the curriculum. Support for English Learners was implemented and provided growth. Support for Students with Disabilities was implemented with inclusive practices and co-teaching. Professional Development was partially implemented, but many of the topics still need to be addressed. Technology Infrastructure and Support was implemented, and technology like projectors were updated. Intervention and Supplemental Materials were implemented and supported the core program. Instructional Coach and Principal was implemented and provided support to each teacher at least once per week. Associate Teachers were implemented and could benefit from more professional development. Student Services Manager was implemented and organized supports for students. After School Program and Summer School/Intersession was implemented and ensured additional support and access to students. Network Support Infrastructure was implemented and was successful in restructuring policies and procedures.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Implementation of Core Curriculum due to the purchase of new curriculum; Support for English Learners due to the purchase of new curriculum; Technology Infrastructure and Support due to the purchase of projectors; and Intervention and Supplemental Materials due to IXL and cost of staffing for intervention.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Professional Development due to reduced scheduled trainings offered; Associate Teachers due to staff absences; and After School Program and Summer School due to the reduced anticipated staffing due to student enrollment.

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

Overall, the actions were effective as planned. The Charter School was fully staffed, and the action was effective. The Core Curriculum was effective, and EnVision Math was piloted. The needed to be more training on the curriculum. Support for English Learners was effective and provided growth. Support for Students with Disabilities was effective with inclusive practices and co-teaching. Professional Development was partially effective, but many of the topics still need to be addressed. Technology Infrastructure and Support was effective, and technology like projectors were updated. Intervention and Supplemental Materials were effective and supported the core program. Instructional Coach and Principal was effective and provided support to each teacher at least once per week. Associate Teachers were effective and could benefit from more professional development. Student Services Manager was effective and organized supports for students. After School Program and Summer School/Intersession was effective and ensured additional support and access to students. Network Support Infrastructure was effective and was successful in restructuring policies and procedures.

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

The goal, actions, and metrics will continue in 2025-26.

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.	$ 1,416,880	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation 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.	$40,706	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.	$193,919	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.	$816,647	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	$94,106	Yes

		Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values • 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.	$47,167	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, IXL, 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 (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.	$31,411	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teaches on the most effective instructional practices for the whole child and 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.	$276,116	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.	$488,406	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.	$109,827	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students 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 open to all 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/Literacy and Math through project based learning and field trips.	$441,317	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.	$769,896	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 91.42%. Chronic absenteeism rates improved from 2022–23 to 2023–24 but remain a concern across key student groups. In 2022–23, 34.0% of all students were chronically absent. By 2023–24, that rate decreased to 29.3%, earning a “Medium” rating on the Dashboard. Hispanic students improved from 38.4% to 29.5%, and SED students declined from 38% to 32.1%. ELs showed progress, with rates dropping from 38.1% to 33.5%, while LTELs were reported at 31.4% in 2024. SWD also improved, decreasing from 31.3% to 26.1%.

Suspension rates increased notably from 2022–23 to 2023–24, resulting in an “High” rating on the 2024 California School Dashboard. The overall suspension rate rose from 1% to 2.8%**.** Hispanic students saw an increase from 0.8% to 2.9%, and ELs increased from 1.1% to 3.8%, with LTELs showing a particularly concerning rate of 13.5% in 2024. SED students rose from 0% to 3.4%, while SWD remained steady at 2% across both years.

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 in "Good" repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT August 2024		All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Met Target
2.2	Attendance Rate	91.42% Data Year: 2023-24 Data Source: P-2 Report	90.56% Data Year: 2024-25 Data Source: P-2 Report		96% Data Year: 2026-27 Data Source: P-2 Report	Did Not Meet Annual Target **0.86% Declined**
2.3	Chronic Absenteeism Rate	**"Medium"** All: 37.3% HISP: 38.4% EL: 38.1% SED: 38% SWD: 31.3% Data Year: 2022-23 Data Source: Dashboard 2023	**"High"** All: 29.3% HISP:29.5% EL: 33.5% LTEL: 31.4% SED: 32.1% SWD: 26.1% Data Year: 2023-24 Data Source: Dashboard 2024		All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	Making Progress **All:** Declined by 4.7 percentage points **HISP:** Declined by 8.9 percentage points **EL:** Declined by 4.6 percentage points **SED:** Declined by 5.9 percentage points **SWD:** Declined by 5.2 percentage points

2.4	Middle School Drop Out Rate	% Data Year 2023-24 Data Source CALPADS 8.1c	0% Data Year 2024-25 Data Source CALPADS 8.1c		0% Data Year 2026-27 Data Source CALPADS 8.1c	Met Target
2.5	Suspension Rate	**“Very Low”** All: 1% HISP: 0.8% EL: 1.1% SED: 0% SWD: 2% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate	**“High”** All: 2.8% HISP: 2.9% EL: 3.8% LTEL: 13.5% SED:3.4% SWD: 2% Data Year: 2023-24 Data Source: Dashboard 2024		All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	Did Not Meet Target All: Increased by 1.8% HISP: Increased by 2.1% EL: Increased by 2.7% SED: Increased by 3.4% SWD: Maintained at 2%
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: 2023-24 Data Source: DataQuest Expulsion Rate		0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	Met Target
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: 2024-25 Data Source: Local Data		100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	Met Target

2.8	Student Surveys on the sense of safety and school connectedness	Not Provided Data Year: 2023-24 Data Source: Local Data	Supportive Relationships 87% Grades 3-5 77% Grades 6-8 Positive Feelings about School 53% Grades 3-5 42% Grades 6-8 Student/Teacher Relationships 63% Grades 3-5 54% Grades 6-8 Sense of Belonging 57% Grades 3-5 33% Grades 6-8 School Safety 47% Grades 3-5 65% Grades 6-8 School Climate 52% Grades 3-5 33% Grades 6-8 Engagement 47% Grades 3-5 16% Grades 6-8 Data Year: 2024-25 Data Source: Local Data-Panorama		80% Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target **Grades 3–5:** Students in grades 3–5 report strong supportive relationships with teachers and staff (87%) and relatively positive perceptions of student-teacher relationships and belonging, though lower scores in school safety (47%) and engagement (47%) suggest areas for improvement. **Grades 6–8:** While students in grades 6–8 feel safer at school (65%), they report significantly lower levels of engagement (16%), self-efficacy (27%), and school climate (33%), indicating a need for targeted support in fostering belonging, motivation, and

						positive school experiences.

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.

Overall, the actions were implemented as planned. Field Trips were implemented, and students went to New York and the District of Columbia. Student Health was implemented, and screenings took place. School Supplies were implemented and provided needed supplies to students. Safe, Clean Facilities were implemented, and many updates were made especially to the playground. Positive School Climate and Culture was implemented with assemblies and attendance incentives. Attendance Support was implemented, and attendance has improved. Enrichment Activities and Advisory Curriculum were implemented, and many opportunities were provided to students. Middle School Culture was implemented, and it has improved; but substitutes covered vacant teacher positions. Dean of Culture was implemented, and many family workshops took place. School Counselor was implemented, and many classroom presentations took place.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Positive School Climate and Culture due to needs for building the school community; Attendance Support due to need to increase positive daily attendance; Enrichment Activities and Advisory Curriculum due to the variety of offerings; and Middle School Culture due to activities planned by the student council.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Field Trips due to reduced cost of transportation; and Safe, Clean Facilities due to only few updates to the property.

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

Overall, the actions were effective as planned. Field Trips were effective, and students went to New York and the District of Columbia. Student Health was effective, and screenings took place. School Supplies were effective and provided needed supplies to students. Safe, Clean Facilities were effective, and many updates were made especially to the playground. Positive School Climate and Culture was effective with assemblies and attendance incentives. Attendance Support was effective, and attendance has improved. Enrichment Activities and Advisory Curriculum were effective, and many opportunities were provided to students. Middle School Culture was effective, and it has improved; but substitutes covered vacant teacher positions. Dean of Culture was effective, and many family workshops took place. School Counselor was effective, and many classroom presentations took place.

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

The goal, actions, and metrics will continue in 2025-26.

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.	$33,330	Yes
2.2	Student Health	Ensure that universal precautions recommended by members of the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) ensure students health. 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.	$3,232	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.	$42,168	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.	$137,307	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 which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	$33,620	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.	$4,848	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.	$30,300	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.	$12,120	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.	$111,421	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.	$103,323	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 2023	Full Implementation Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased one level
3.2	English Learner Advisory Committee	4 Meetings per Year Data Year: 2023-24 Data Source: Local Data	2 Meetings per Year Data Year: 2024-25 Data Source: Local Data		4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target
3.3	Parent Survey	69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data - Panorama	School Safety – 81% School Climate – 77% Data Year: 2024-25 Data Source: Local Data - Panorama		School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data	School Safety – Met Target School Climate – Did Not Meet Target

3.4	Teacher/Staff Survey	Not Provided Data Year: 2023-24 Data Source: Local Data - Panorama	School Climate 72%-Staff 67%-Teachers Respectful Relationships 65%-Staff 67%-Teachers Positive Working Environment 74%-Staff 52%-Teachers Data Year: 2024-25 Data Source: Local Data - Panorama		School Climate 80%-Staff 80%-Teachers Respectful Relationships 80%-Staff 80%-Teachers Positive Working Environment 80%-Staff 80%-Teachers Data Year: 2026-27 Data Source: Local Data - Panorama	Did Not Meet Target Staff: Staff report strengths in school climate (72%) and a positive working environment (74%), though respectful relationships (65%) remain an area for continued focus. Teachers: Teachers note respectful relationships (67%) and school climate (67%) as relative strengths, but the significantly lower rating for a positive working environment (52%) highlights a key area of concern.
3.5	Parent Education Workshops	2 Meetings per Year Data Year: 2023-24 Data Source: Local Data	5 Meetings per Year Data Year: 2024-25 Data Source: Local Data		6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Making Progress

3.6	Project/Portfolio Presentations	11 per year Data Year: 2023-24 Data Source: Local Data	5 Meetings per Year Data Year: 2024-25 Data Source: Local Data		2 per year Data Year: 2026-27 Data Source: Local Data	Exceeded Target

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.

Overall, the actions were implemented as planned. Parent and Community Engagement and Advisory were implemented, and parents are beginning to take ownership. Parent Academy was implemented, and the School Counselor has been providing workshops. Parent Communication was implemented and increased parent engagement.

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 variances of 10% in Budgeted Expenditures and Estimated Actual Expenditures.

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

Overall, the actions were effective as planned. Parent and Community Engagement and Advisory were effective, and parents are beginning to take ownership. Parent Academy was effective, and the School Counselor has been providing workshops. Parent Communication was effective and increased parent engagement.

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

The goal, actions, and metrics will continue in 2025-26.

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 school-wide 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.	$5,050	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.	$6,565	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, ParentSquare, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	$7,000	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$871,484	$95,118

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	Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. SBAC ELA performance declined significantly from Spring 2023 to Spring 2024 and remained in the "Low" performance level. By 2023–24, the overall DFS dropped to -59.5, and only 29.05% met or exceeded standards. Performance declined across all student groups. For Hispanic students, DFS worsened from -41.2 to -63.3, and the percentage meeting or exceeding standards fell from 33.79% to 27.80%. SED students showed a DFS decline from -57.9 to -69.9, with a drop in proficiency from 28.95% to 26.62%. ELs were especially impacted, with DFS falling from -51.8 to -89.3, and only 3.26% meeting standards in 2024 compared to 20.95% in 2023. Long-Term English Learners ("LTELs") had a DFS of -112.3 in 2024. SWD showed slight improvement in DFS from -108.1 to -107.3, but their proficiency dropped from 10.71% to 3.70%. SBAC Math results from Spring 2024 reflect a continued decline in academic performance compared to the prior year though remaining in the "Low" performance level. In 2023–24, the overall DFS dropped to -83.4, and the percentage of students meeting or exceeding standards fell to 16.51%. Hispanic students saw their DFS decline from -69.4 to -87.2, with a drop in proficiency from 17.94% to 14.98%. SED students improved slightly in proficiency (from 14.92% to 15.59%) despite a worsening DFS from -84.1 to -93.2. ELs experienced a steep decline, with DFS increasing from -86.7 to -110.6 and only 2.15% meeting standards in 2024 compared to 9.26% in 2023. LTELs had a DFS of -148.2, indicating extreme	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

	need. SWDs had a DFS decline from -137.3 to -143.7, with proficiency falling from 7.14% to 3.70%. From 2022–23 to 2023–24, CAST Science performance remained relatively consistent overall, with a slight increase from 11.25% to 11.29% of students meeting or exceeding standards. Hispanic students declined from 10.67% to 6.78%, while SED students showed a small improvement from 7.32% to 8.51%. ELs remained at 0% in both years.		

2.1, 2.3, 2.5, 2.9, 2.10	2024 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 School Attendance Rate is 91.42%. Chronic absenteeism rates improved from 2022–23 to 2023–24 but remain a concern across key student groups. In 2022–23, 34.0% of all students were chronically absent. By 2023–24, that rate decreased to 29.3%, earning a "Medium" rating on the Dashboard. Hispanic students improved from 38.4% to 29.5%, and SED students declined from 38% to 32.1%. ELs showed progress, with rates dropping from 38.1% to 33.5%, while LTELs were reported at 31.4% in 2024. SWD also improved, decreasing from 31.3% to 26.1%. Suspension rates increased notably from 2022–23 to 2023–24, resulting in an "High" rating on the 2024 California School Dashboard. The overall suspension rate rose from 1% to 2.8%. Hispanic students saw an increase from 0.8% to 2.9%, and ELs increased from 1.1% to 3.8%, with LTELs showing a particularly concerning rate of 13.5% in 2024. SED students rose from 0% to 3.4%, while SWD remained steady at 2% across both years.	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 school supplies needed 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	2024 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2024 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	In 2024, the ELPI was rated “Very Low,” with only 33.3% of ELs making progress toward English language proficiency, as reported on the 2024 California School Dashboard. This is significantly below the state average of 45.7%.	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 the ELPAC scores of English Learners to increase because of 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.

Voices Flagship is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following actions: 1.3 – Support for English Learners; 1.7 – Interventions for struggling students; 1.9 – Associates Teachers; 1.10 – Student Services Manager; 1.11 After School Program and Summer School/Intersession; 2.9 – Dean of Culture; and 2.10 - School Counselor to support students’ social emotional well-being schoolwide.

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

2025-26 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 %)
2025-26	$ 3,022,528	$ 871,484	29.000%	0.000%	29.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,344,753	$ 671,104	$ -	$ 243,825	$ 5,259,682.00	$ 4,113,591	$ 1,146,091

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	2025-26	$ 1,416,880	$ -	$ 1,416,880		$ -	$ -	$ 1,416,880	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 40,706	$ 40,706		$ -		$ 40,706	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2025-26	$ 178,406	$ 15,513	$ 152,808		$ -	$ 41,111	$ 193,919	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2025-26	$ 538,987	$ 277,660	$ 514,488	$ 256,427	$ -	$ 45,732	$ 816,647	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 94,106	$ 78,767	$ -		$ 15,339	$ 94,106	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2025-26		$ 47,167	$ 47,167	$ -	$ -		$ 47,167	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 31,411	$ 31,411		$ -	$ -	$ 31,411	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2025-26	$ 276,116	$ -	$ 276,116	$ -	$ -	$ -	$ 276,116	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 488,406	$ -	$ 346,763		$ -	$ 141,643	$ 488,406	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 109,827	$ -	$ 109,827		$ -	$ -	$ 109,827	0.000%
1	11	After School Program & Summer School/Intersession	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 110,329	$ 330,988	$ 83,850	$ 357,467			$ 441,317	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2025-26	$ 769,896	$ -	$ 769,896		$ -	$ -	$ 769,896	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 33,330	$ 33,330				$ 33,330	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2025-26		$ 3,232	$ 3,232	$ -		$ -	$ 3,232	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 42,168	$ 42,168				$ 42,168	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2025-26		$ 137,307	$ 137,307	$ -	$ -	$ -	$ 137,307	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 33,620	$ 33,620			$ -	$ 33,620	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2025-26	$ -	$ 4,848	$ 4,848	$ -		$ -	$ 4,848	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 30,300	$ 30,300	$ -	$ -		$ 30,300	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2025-26		$ 12,120	$ 12,120	$ -		$ -	$ 12,120	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 114,421	$ -	$ 57,211	$ 57,210	$ -	$ -	$ 114,421	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 103,323	$ -	$ 103,323		$ -	$ -	$ 103,323	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2025-26		$ 5,050	$ 5,050	$ -		$ -	$ 5,050	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 6,565	$ 6,565	$ -		$ -	$ 6,565	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2025-26	$ 7,000	$ -	$ 7,000	$ -		$ -	$ 7,000	0.000%

2025-26 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
$ 3,022,528	$ 871,484	29.000%	0.000%	29.000%	$ 1,079,643	0.000%	35.720%	**Total:**	$ 1,079,643
								LEA-wide Total:	$ -
								Limited Total:	$ 152,808
								Schoolwide Total:	$ 926,835

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	$ 152,808	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 78,767	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 31,411	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 346,763	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ 109,827	0.000%
1	11	After School Program & Summer School/In	Yes	Schoolwide	All	Voices	$ 83,850	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 33,330	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 42,168	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 33,620	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	$ 57,211	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 103,323	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 6,565	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,439,642.00	$ 5,201,764.00

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	Appropriately Staff School	No	$ 1,276,571	$ 1,171,741
1	2	Implementation of Core Curriculum	No	$ 137,600	$ 241,100
1	3	Support for English Learners	Yes	$ 117,220	$ 188,746
1	4	Support for Students with Disabilities	No	$ 1,024,573	$ 1,139,987
1	5	Professional Development	Yes	$ 78,924	$ 45,000
1	6	Technology Infrastructure and Support	No	$ 41,100	$ 49,000
1	7	Intervention and Supplemental Materials	Yes	$ 14,500	$ 31,100
1	8	Instructional Coach and Principal	No	$ 264,332	$ 265,628
1	9	Associate Teachers	Yes	$ 571,615	$ 507,813
1	10	Student Services Manager	Yes	$ 104,620	$ 105,673
1	11	After School Program and Summer School	Yes	$ 618,035	$ 511,279
1	12	Network Support Infrastructure	No	$ 448,940	$ 426,041
2	1	Field Trips	Yes	$ 37,000	$ 33,000
2	2	Student Health	No	$ 3,200	$ 3,200
2	3	School Supplies	Yes	$ 40,000	$ 41,750
2	4	Safe, Clean Facilities	No	$ 373,633	$ 114,849
2	5	Positive School Climate and Culture	Yes	$ 10,500	$ 13,500
2	6	Attendance Support	No	$ 3,000	$ 4,900
2	7	Enrichment Activities and Advisory Curriculum	No	$ 20,000	$ 61,047
2	8	Middle School Culture	No	$ 5,000	$ 12,000
2	9	Dean of Culture	Yes	$ 108,992	$ 110,091
2	10	School Counselor	Yes	$ 114,387	$ 99,419
3	1	Parent and Community Engagement and Advisory	No	$ 5,000	$ 5,000

3	2	Parent Academy	Yes	$ 5,000	$ 5,000
3	3	Parent Communication	No	$ 15,900	$ 14,900

2024-25 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	$ 1,062,276	$ 1,692,371	$ (630,095)	0.000%	0.000%	0.000% - 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	Appropriately Staff School	No	$ -	$ -	0.000%	0.000%
1	2	Implementation of Core Curriculum	No	$ -	$	0.000%	0.000%
1	3	Support for English Learners	Yes	$ 92,342	$ 188,746	0.000%	0.000%
1	4	Support for Students with Disabilities	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development	Yes	$ 66,079	$ 45,000	0.000%	0.000%
1	6	Technology Infrastructure and Support	No	$ -	$ -	0.000%	0.000%
1	7	Intervention and Supplemental Materials	Yes	$ 14,500	$ 31,100	0.000%	0.000%
1	8	Instructional Coach and Principal	No	$ -	$ -	0.000%	0.000%
1	9	Associate Teachers	Yes	$ 405,867	$ 507,813	0.000%	0.000%
1	10	Student Services Manager	Yes	$ 104,620	$ 105,673	0.000%	0.000%
1	11	After School Program and Summer School	Yes	$ 117,485	$ 511,279	0.000%	0.000%
1	12	Network Support Infrastructure	No	$ -	$ -	0.000%	0.000%
2	1	Field Trips	Yes	$ 37,000	$ 33,000	0.000%	0.000%
2	2	Student Health	No	$ -	$ -	0.000%	0.000%
2	3	School Supplies	Yes	$ 40,000	$ 41,750	0.000%	0.000%
2	4	Safe, Clean Facilities	No	$ -	$ -	0.000%	0.000%
2	5	Positive School Climate and Culture	Yes	$ 10,500	$ 13,500	0.000%	0.000%
2	6	Attendance Support	No	$ -	$ -	0.000%	0.000%
2	7	Enrichment Activities and Advisory Curriculum	No	$ -	$ -	0.000%	0.000%
2	8	Middle School Culture	No	$ -	$ -	0.000%	0.000%
2	9	Dean of Culture	Yes	$ 54,496	$ 110,091	0.000%	0.000%
2	10	School Counselor	Yes	$ 114,387	$ 99,419	0.000%	0.000%
3	1	Parent and Community Engagement and Advisory	No	$ -	$ -	0.000%	0.000%
3	2	Parent Academy	Yes	$ 5,000	$ 5,000	0.000%	0.000%
3	3	Parent Communication	No	$ -	$ -	0.000%	0.000%

2024-25 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	0.000%	28.272%	$ 1,692,371	0.000%	53.064%	$0.00 - No Carryover	0.00% - No Carryover

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 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 25-26 LCAP Approval

Section:	III. 25-26 Local Indicators Review and LCAP Approval
Item:	B. Morgan Hill (MH) Review of Local Indicators and 25-26 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	24-25 CA Dashboard Local Indicators - Morgan Hill.pdf Voices Morgan Hill LCAP 2025 Combined.pdf

2023-24 CA Dashboard - MORGAN HILL	
Local Indicator 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)	
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:*	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):*	0
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.	
Local Indicator 2: Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards	
1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	4 – Full Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	3 – Initial Implementation
History-Social Science*	3 – Initial Implementation
2. Rate the local educational agency'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.	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	4 – Full Implementation
Mathematics – Common Core State Standards for Mathematics*	5 – Full Implementation and Sustainability
Next Generation Science Standards*	2 – Beginning Development
History-Social Science*	2 – Beginning Development
3. Rate the local educational agency'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)	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	4 – Full Implementation
Mathematics – Common Core State Standards for Mathematics*	5 – Full Implementation and Sustainability
Next Generation Science Standards*	2 – Beginning Development
History-Social Science*	2 – Beginning Development
4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.	
Career Technical Education*	N/A
Health Education Content Standards*	1 – Exploration and Research Phase
Physical Education Model Content Standards*	1 – Exploration and Research Phase
Visual and Performing Arts*	1 – Exploration and Research Phase
World Language*	4 – Full Implementation
Support for Teachers and Administrators: 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).	
Identifying the professional learning needs of groups of teachers or staff as a whole*	3 – Initial Implementation
Identifying the professional learning needs of individual teachers*	3 – Initial Implementation
Providing support for teachers on the standards they have not yet mastered*	2 – Beginning Development
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.	
Local Indicator 3: Self-Reflection Tool (Priority 3) – Parent and Family Engagement	
Section 1: Building Relationships Between School Staff and Families	
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 – Full Implementation
2. Rate the LEA's progress in creating welcoming environments for all families in the community.*	5 – Full Implementation and Sustainability
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.*	4 – Full Implementation
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 – Full Implementation
Building Relationships Dashboard Narrative Boxes	
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.*	Currently, Voices MH creates strong partnerships between school staff and families by encouraging participation in different parent groups such as ELAC or the Parent Committee. This year, the parent committee began work in four subcommittees to assess areas for growth on the campus and action plan ideas to implement alongside school staff and leadership.
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 MH 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 for the family satisfaction survey to ensure all perspectives are recognized in the data. Lastly, with the transition into the new facility this school year, Voices MH 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 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 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	
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 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.*	3 – Initial Implementation
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 – Initial Implementation
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 – Full Implementation
Building Partnerships Dashboard Narrative Boxes	
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. Families also expressed satisfaction with the new parent committee which allowed parents to have deeper involvement in campus activities and priorities.
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. Voices MH has also added a reading intervention role to the 25-26 budget to support in closing learning gaps for students in literacy.
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	
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 – Full Implementation
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 – Initial Implementation
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 – Initial Implementation
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 – Initial Implementation
Seeking Input for Decision-Making Dashboard Narrative Boxes	
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 2025-2026 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.
Local Indicator 6: Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool	
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.	According to the Panorama Social Emotional Learning survey administered in Spring 2025, 89% of students in third through fifth grade indicated that they felt they had supportive relationships on the campus. Similarly, 85% of students in sixth through eighth grade indicated they had supportive relationships on the campus. In contrast, only 55% of students in third through fifth grade indicated that they feel positive feelings. 47% of sixth through eighth grade students indicated that they experience positive feelings on a daily basis.
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.	Although students are largely indicating that they value school and feel supportive relationships with individuals on the campus, a large percentage of students are facing emotional challenges that prevent them from having positive feelings on a regular basis. This indicates that students may be in need of additional social-emotional support and instruction regarding coping skills for dealing with negative emotions.
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.	This following school year, we will continue to strengthen our partnership with Pacific Clinics to provide targeted, differentiated social emotional support to our students in addition to the support provided by our school counselor. Additionally, we will be training all school staff in social emotional learning practices to ensure students are consistently receiving instruction in SEL.
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.	
Local Indicator 7: Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study	
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.	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. IXL assessment data is regularly tracked to determine student progress across different subgroups.
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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.	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 regular English Language Development based on grade and proficiency level. 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.	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 Science 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?	This upcoming school year, Voices MH will be adopting a K-5 science curriculum as well as a middle school Spanish curriculum to strengthen the instructional program for all students.

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

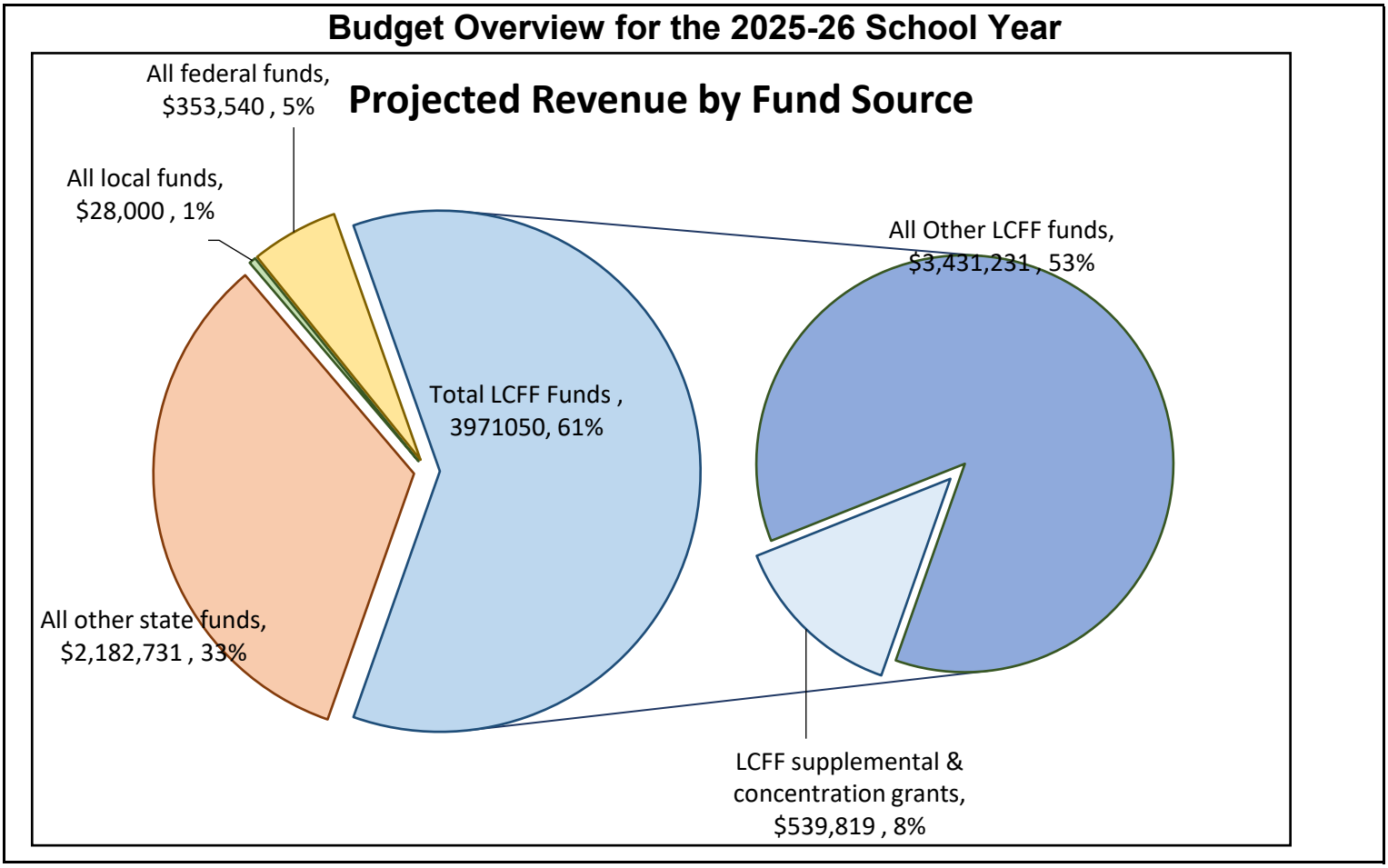
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Morgan Hill

CDS Code: 43104390131748

School Year: 2025-26

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).

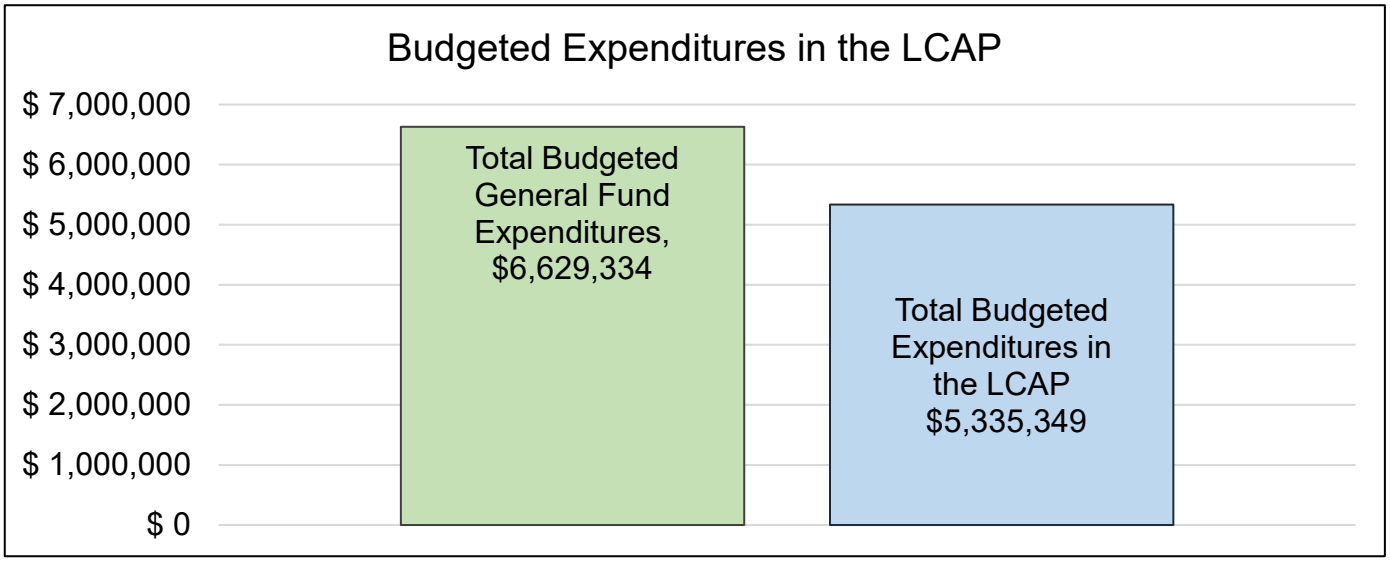


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Morgan Hill expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Morgan Hill is $6,535,321.00, of which $3,971,050.00 is Local Control Funding Formula (LCFF), $2,182,731.00 is other state funds, $28,000.00 is local funds, and $353,540.00 is federal funds. Of the $3,971,050.00 in LCFF Funds, $539,819.00 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 2025-26. 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 $6,629,334.00 for the 2025-26 school year. Of that amount, $5,335,349.00 is tied to actions/services in the LCAP and $1,293,985.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

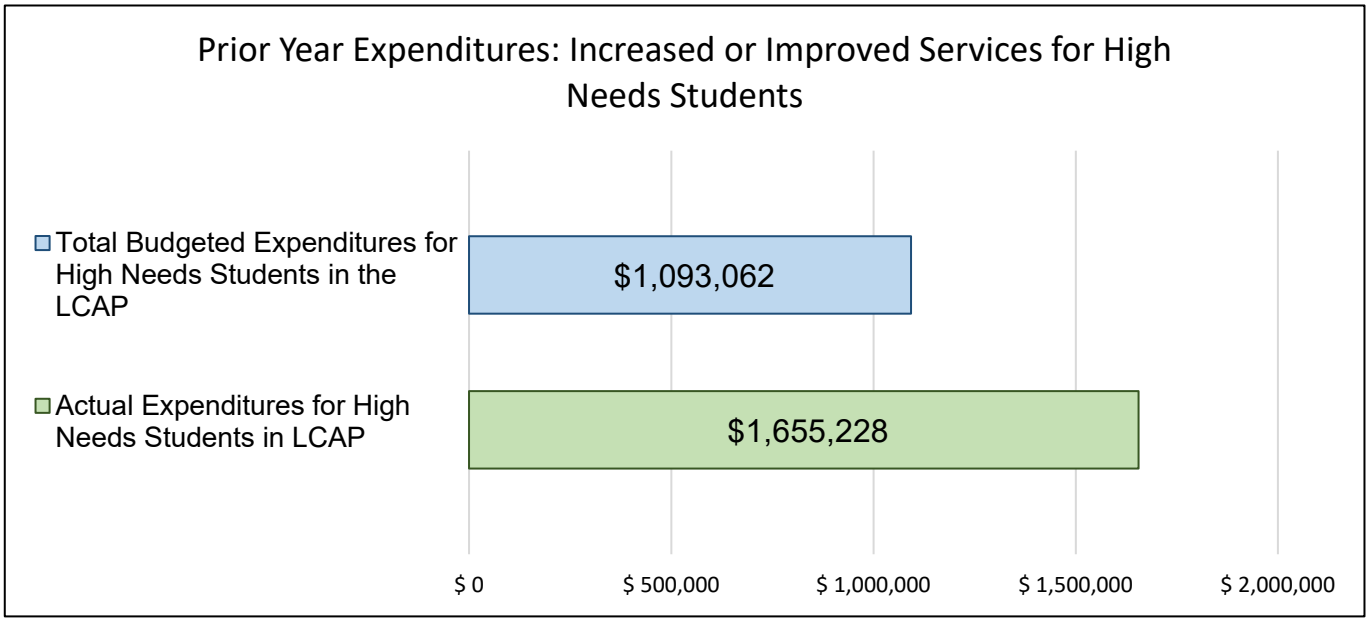
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Voices College-Bound Language Academy at Morgan Hill is projecting it will receive $539,819.00 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 $5,690,889.00 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 2024-25



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 2024-25, Voices College-Bound Language Academy at Morgan Hill's LCAP budgeted $1,093,062.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Morgan Hill actually spent $1,655,228.00 for actions to increase or improve services for high needs students in 2024-25.

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 2025-26

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 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. 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 2024 reports that in 2023-24, Voices served 289 students with diverse needs and backgrounds: 76.5% socioeconomically disadvantaged ("SED") or low income ("LI") students; 63% of students were English Learners ("ELs"); 14.87% of English Learners were Redesignated Fluent English Proficient ("RFEP"); 8.1% of students with disabilities ("SWD"); 0% Foster Youth ("FY"); and, 1.7% Homeless Youth. As of the 2023-24 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (96.5%), White (1%), Filipino (0.3%), Black/African American (0.7%), and Asian (1.4%). 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, the Charter School addresses specific actions and services for ELs, SED/LI students, and FY to provide equal access to a high-quality program.

Voices College-Bound Language Academy at Morgan Hill is not eligible to be an Equity Multiplier School.

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Voices 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 2024 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).

English Language Arts Performance

Increase ELA performance overall and for significant subgroups. SBAC ELA results declined from Spring 2023 to Spring 2024, with the overall performance level marked Low on the 2024 CA School Dashboard. In 2022–23, the overall DFS was -40.7, with 31.53% of students meeting or exceeding standards. By 2023–24, DFS declined to -55.5, and 29.17% met or exceeded standards. HISP declined from -41.8 DFS to -56.8, with proficiency decreasing from 31.49% to 28.57%. SED dropped from -39.8 to -56.1, with proficiency decreasing from 32.33% to 29.49%. ELs were significantly impacted, with DFS falling from -53.4 to -70.1, and only 12.50% meeting standards in 2024 compared to 20.56% in 2023. LTELs had a DFS of -92.9, with just 4.55% meeting standards. SWDs declined to -115.2 DFS, with proficiency dropping from 23.53% to 15.79%. These results highlight the need for intensive academic support, differentiated instruction, and targeted interventions, especially for ELs, LTELs, and SWDs.

Math Performance

Increase Math performance overall and for significant subgroups. SBAC Math scores declined significantly from Spring 2023 to Spring 2024, resulting in an Low rating on the 2024 CA School Dashboard. In 2022–23, the overall DFS was -48.2, with 28.80% meeting standards. By 2023–24, DFS dropped to -71.5, with only 19.79% meeting standards. HISP declined from -48.9 to -71.6 DFS, with proficiency dropping from 28.73% to 19.58%. SED worsened from -52.4 to -74.8, with proficiency dropping from 28.03% to 18.71%. ELs declined from -68.1 to -87.2 DFS, with only 7.14% meeting standards in 2024, down from 11.11%. LTELs had a DFS of -115.1, with only 4.55% meeting standards. SWDs dropped to -158.6 DFS in 2024, with 0% meeting standards, down from 11.76% in 2023. These outcomes signal a pressing need for improved Math instruction and focused support for ELs, LTELs, and SWDs.

English Learner Progress Indicator

Increase ELPI for all ELs. ELPI declined slightly from 2022–23 to 2023–24 but remained near the state average. In 2022–23, 48.1% of ELs made progress toward proficiency per DataQuest ELPAC Summative results, with a Low rating. In 2023–24, 45.9% made progress, earning an

Low rating on the CA School Dashboard, near the state average of 45.7%. Continued high-quality designated and integrated ELD is essential to support ELs in meeting language goals.

Chronic Absenteeism Rate

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. Chronic absenteeism improved from 2022–23 to 2023–24, earning a Medium rating on the 2024 CA School Dashboard. The overall rate dropped from 37.7% to 26.9%. HISP improved from 37.4% to 26.8%, and ELs declined from 40.1% to 29.4%. LTELs were reported at 36.1%. SED improved from 33% to 27.8%, and SWDs saw the largest reduction from 64.5% to 23.9%. Voices will continue to reduce chronic absenteeism through attendance incentives, recognition, enforcement of the Attendance Policy via calls, meetings, contracts, letters, and home visits, and prioritized systems for identifying and supporting chronically absent students, especially SWDs.

Suspension Rate

Suspension rates increased from 2022–23 to 2023–24, earning a Very Hight rating on the 2024 CA School Dashboard. The overall rate rose from 0.7% to 4.4%. HISP increased from 0.7% to 4.6%, ELs from 0.5% to 4.1%, and LTELs reached 13.5%. SED increased from 1% to 4.8%, and SWDs rose from 0% to 9.4%. These trends show an urgent need for stronger behavioral supports, restorative practices, and early intervention, particularly for LTELs and SWDs. 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”), and Multi-Tiered System of Supports (“MTSS”).

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 has been classified in the Middle Performance Category for Charter Schools across the State by the CDE.

ESSA Assistance Status
Based on the 2023 and 2024 Dashboards, Voices is in Additional Targeted Support and Improvement (“ATSI”) for SWD. This is based on the chronic absenteeism rate for SWD which was “Very High” performance level for 2023 Dashboard and though there have been improvements in remains “High.” 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.

LCFF Charter School Assistance Status
Voices is in General Assistance based on the 2023 and 2024 California Dashboards similarly to all schools.

Current ELs met the criteria in Priority 4, Pupil Achievement, and Priority 6, School Climate for the overall performance level in ELA and Math Performance and the Suspension Rate. In ELA performance, ELs were significantly impacted, with DFS falling from -53.4 to -70.1, and only 12.50% meeting standards in 2024 compared to 20.56% in 2023. Current LTELs met the criteria in Priority 5, Pupil Engagement, and Priority 6, School Climate for Chronic Absenteeism Rate and the Suspension Rate. In Chronic Absenteeism, LTELs were reported at 36.1% in 2024. In Suspension, LTELs reached 13.5% suspended at least one day.

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 and 2024 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 2023 and 2024 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 2023 and 2024 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. Additionally, staff surveys were used to inform the LCAP.
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP.
Students	Engaged in collecting feedback on the goals and actions with middle school students as part of their student council.
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).
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1).
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Student Council which acts as the Student Advisory Committee reserves the first meeting of the month to provide input on LCAP and other pertinent school policies or actions.
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).
Public Comment	6/5/25-6/20/25: 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	6/5/25 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/25 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 6/25/25 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 feedback provided by educational partners indicated a need to continue with the Goals, Metrics, and Actions. Specific focus on increasing ELA and Math Performance and English Learner Progress, and reducing Chronic Absenteeism Rate and Suspension Rate.

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. SBAC ELA results declined from Spring 2023 to Spring 2024, with the overall performance level marked Low on the 2024 CA School Dashboard. In 2022–23, the overall DFS was -40.7, with 31.53% of students meeting or exceeding standards. By 2023–24, DFS declined to -55.5, and 29.17% met or exceeded standards. HISP declined from -41.8 DFS to -56.8, with proficiency decreasing from 31.49% to 28.57%. SED dropped from -39.8 to -56.1, with proficiency decreasing from 32.33% to 29.49%. ELs were significantly impacted, with DFS falling from -53.4 to -70.1, and only 12.50% meeting standards in 2024 compared to 20.56% in 2023. LTELs had a DFS of -92.9, with just 4.55% meeting standards. SWDs declined to -115.2 DFS, with proficiency dropping from 23.53% to 15.79%.

SBAC Math scores declined significantly from Spring 2023 to Spring 2024, resulting in an Low rating on the 2024 CA School Dashboard. In 2022–23, the overall DFS was -48.2, with 28.80% meeting standards. By 2023–24, DFS dropped to -71.5, with only 19.79% meeting standards. HISP declined from -48.9 to -71.6 DFS, with proficiency dropping from 28.73% to 19.58%. SED worsened from -52.4 to -74.8, with proficiency dropping from 28.03% to 18.71%. ELs declined from -68.1 to -87.2 DFS, with only 7.14% meeting standards in 2024, down from 11.11%. LTELs had a DFS of -115.1, with only 4.55% meeting standards. SWDs dropped to -158.6 DFS in 2024, with 0% meeting standards, down from 11.76% in 2023. of "Low."

Overall, CAST Science scores increased from 18.0% to 21.2% for All Students. ELs declined from 4.2% to 0.0%, with a drop in the intermediate range as well. SED improved significantly from 16.7% to 24.4%. HISP showed a slight decline from 18.4% to 20.0%.

ELPI declined slightly from 2022–23 to 2023–24 but remained near the state average. In 2022–23, 48.1% of ELs made progress toward proficiency per DataQuest ELPAC Summative results, with a Low rating. In 2023–24, 45.9% made progress, earning an Low rating on the CA School Dashboard, near the state average of 45.7%.

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 0.0% Out-of-Field 6.5% Intern 80.4% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2021-22 Data Source: DataQuest	10 FTE 0.0% Clear 0.0% Out-of-Field 10.0% Intern 90.0% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2022-23 Data Source: DataQuest		10.0% Clear 0.0% Out-of-Field 10% Intern 80% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2024-25 Data Source: DataQuest	FTE **Declined by 5.3** Clear **Declined 13.0%** Out-of-Field **No Change** Intern **Increased by 3.5%** Ineffective **Increased 9.6%** Incomplete **No Change** Unknown **No Change**
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: 2024-25 Data Source: Local Indicators		100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	Met Target
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 2023	Full Implementation Data Year: 2023-24 Data Source: Dashboard 2023		Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	On Track

1.4	SBAC ELA	2022-23 ELA Distance from Standard **Medium** 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	2023-24 ELA Distance from Standard **Low** Overall: -55.5 HISP: -56.8 SED: -56.1 EL: -70.1 LTEL: -92.9 SWD: -115.2 Percent Meets and Exceeds: Overall: 29.17% HISP: 28.57% SED: 29.49% EL: 12.50% LTEL: 4.55% SWD: 15.79% Data Year: Spring 2024 Data Source: CAASPP		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	Did Not Meet Annual Target of 20 points each year Distance from Standard Overall: **Declined 14.8 points** HISP: **Declined 15 points** SED: **Declined 16.3 points** EL: **Declined 16.7 points** LTEL: **Declined 38.3 points** SWD: **Declined 4.8 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 2.36%** HISP: **Declined 2.92%** SED: **Declined 2.84%** EL**: Declined 8.06%** SWD: **Declined 7.74%**

1.5	SBAC Math	2022-23 Math Distance from Standard **Medium** 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	2023-24 Math Distance from Standard **Low** Overall: -71.5 HISP: -71.6 SED: -74.8 EL: -87.2 LTEL: -115.1 SWD: -158.6 Percent Meets or Exceeds: Overall: 19.79% HISP: 19.58% SED: 18.71% EL: 7.14% LTEL: 4.55% SWD: 0.00% Data Year: Spring 2024 Data Source: CAASPP		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	Did Not Meet Annual Target of 20 points each year DFS: Overall: **Declined 23.4 points** HISP: **Declined 22.8 points** SED: **Declined 22.4 points** EL: **Declined 19.2 points** LTEL **Declined 34.6 points** SWD: **Declined 51.2 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 9.01%** HISP: **Declined 9.15%** SED: **Declined 9.32%** EL: **Declined 3.97%** SWD: **Declined 11.76%**

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	Overall: 19.79% HISP: 19.58% SED: 18.71% EL: 7.14% LTEL: 4.55% SWD: 0.00% Data Year: Spring 2024 Data Source: CAASPP		Overall: 19.44% HISP: 19.54% SED: 3.23% EL: 15% SWD: TBD Data Year: Spring 2026 Data Source: CAASPP	Exceeded Annual Target of 5% each year Overall-- **Increased 13.6%** Hispanic – **Increased 12.31%** SED - **Increased 17.47%** EL – **Decreased 2.78%** SWD: Too Few
1.7	ELA Local Assessment –MAP	50% of students met growth target 15% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 49.7% Proficient MAP in Fall 2024 30% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	On Track to Meet Target **0.3% Decline**
1.8	SLA Local Assessment – STAR Reading in Spanish	Not Administered Data Year: 2023-24 Data Source: Local Assessment Data	35% Proficient STAR SLA Data Year: 2024-25 Data Source: Local Assessment Data		SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	**Unable to Determine**

1.9	Math Local Assessment –MAP	66% of students met growth target 19% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 56% Proficient MAP in Fall 2024 26% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	Met Annual Target **37% Increase on Math 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: Dashboard 2023	ELPI is **"Low"** for 2024 ELPI is 45.9% Data Year: 2023-24 Data Source: Dashboard 2024 (State – 45.7%)		ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	Did Not Meet Annual Target **Declined 2.2%**
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2023-24 Data Source: Dataquest		EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

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.

Overall, the actions were implemented as planned. The Charter School was fully staffed, and the action was implemented. The Core Curriculum was implemented, and there is better implementation of an SLA curriculum and trainings on curriculum. Support for English Learners was implemented and provided growth especially for Newcomers. Support for Students with Disabilities was implemented and was fully staffed and supported by the Student Services Manager. Professional Development was partially implemented, but many of the topics still need to be addressed. Technology Infrastructure and Support was implemented, and students and teachers were supported with computer carts. Intervention and Supplemental Materials were implemented and we think IXL is improving. Instructional Coach and Principal was implemented and provided support to teachers. Associate Teachers were implemented and provided direct services to students. Student Services Manager was implemented and organized supports for students. After School Program and Summer School/Intersession was implemented and ensured additional support and access to students. Network Support Infrastructure was implemented and was successful in restructuring policies and procedures. Library, Computer Lab, and Resource Room was partially implemented and there is now a resource room.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Implementation of Core Curriculum due to the purchase of new curriculum; Support for English Learners due to the purchase of new curriculum; Intervention and Supplemental Materials due to IXL and cost of staffing for intervention; and Associate Teachers due to the needs of the students.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Support for English Learners due to trainings not offered. Support for Students with Disabilities due to the reduction of services as per a few student's IEPs. Professional Development due to reduced scheduled trainings offered; and School Health due to the needs of the students.

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

Overall, the actions were effective as planned. The Charter School was fully staffed, and the action was effective. The Core Curriculum was effective, and there is better implementation of an SLA curriculum and training on curriculum. Support for English Learners was effective and provided growth especially for Newcomers. Support for Students with Disabilities was effective and was fully staffed and supported by the Student Services Manager. Professional Development was partially effective, but many of the topics still need to be addressed. Technology Infrastructure and Support was effective, and students and teachers were supported with computer carts. Intervention and Supplemental Materials were effective, and we think IXL is improving achievement. Instructional Coach and Principal was effective and provided support to teachers. Associate Teachers were effective and provided direct services to students. Student Services Manager was effective and organized supports for students. After School Program and Summer School/Intersession was effective and ensured additional support and access to students. Network Support Infrastructure was effective and was successful in restructuring policies and procedures. Library, Computer Lab, and Resource Room were partially effective and there is now a resource room.

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

The goal, actions, and metrics will continue in 2025-26. One action was discontinued: 1.13 Library, Computer Lab, and Resource Room was discontinued, but the Charter School now has computer carts and a resource room.

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.	[$1,370,393]	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation 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.	[$101,814]	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.	[$97,915]	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.	[$549,335]	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	[$91,604]	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.	[$98,052]	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, IXL, 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 (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.	[$49,367]	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teaches 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.	[$290,970]	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.	[$542,079] 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.	[$121,766]	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students 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 open to all 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/Literacy and Math through project based learning and field trips.	[$651,941]	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.	[$809,796]	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 92.54%. Chronic absenteeism improved from 2022–23 to 2023–24, earning a Medium rating on the 2024 CA School Dashboard. The overall rate dropped from 37.7% to 26.9%. HISP improved from 37.4% to 26.8%, and ELs declined from 40.1% to 29.4%. LTELs were reported at 36.1%. SED improved from 33% to 27.8%, and SWDs saw the largest reduction from 64.5% to 23.9%.

Suspension rates increased from 2022–23 to 2023–24, earning a Very High rating on the 2024 CA School Dashboard. The overall rate rose from 0.7% to 4.4%. HISP increased from 0.7% to 4.6%, ELs from 0.5% to 4.1%, and LTELs reached 13.5%. SED increased from 1% to 4.8%, and SWDs rose from 0% to 9.4%.

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 in "Exemplary" repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT September 2024		All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Exceeded Target
2.2	Attendance Rate	92.12% Data Year: 2023-24 Data Source: P-2 Report	92.54%. Data Year: 2024-25 Data Source: P-2 Report		96% Data Year: 2026-27 Data Source: P-2 Report	Did Not Meet Annual Target **Increased 0.42%**
2.3	Chronic Absenteeism Rate	**Medium** All: 37.7% HISP: 37.4% EL: 40.1% SED: 33% SWD: 64.5% Data Year: 2022-23 Data Source: Dashboard 2023	**Medium** All: 26.9% HISP:26.8% EL: 29.4% LTEL: 36.1% SED: 27.8% SWD: 23.9% Data Year: 2023-24 Data Source: Dashboard 2024		All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	Met Annual Target All: **Declined 10.8%** HISP: **Declined 10.6%** EL: **Declined 10.7%** LTEL: **Increased 3.9%** SED: Declined **5.2%** SWD: **Declined 23.9%**
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c	0% Data Year 2024-25 Data Source CALPADS 8.1c		0% Data Year 2026-27 Data Source CALPADS 8.1c	Met Target

2.5	Suspension Rate	**Low** All: 0.7% HISP: 0.7% EL: 0.5% SED: 1% SWD: 0% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate	**Very High** All: 4.4% HISP: 4.6% EL: 4.1% LTEL: 13.5% SED:4.8% SWD: 9.4% Data Year: 2023-24 Data Source: Dashboard 2024		All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	Did Not Meet Target All –**Increased 3.7%** HISP - **Increased 3.9%** EL: **Increased 3.6%** LTEL**: Increased 10.5%** SED – **Increased 3.8%** SWD – **Increased 9.4%**
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: 2023-24 Data Source: DataQuest Expulsion Rate		0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	Met Target
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: 2024-25 Data Source: Local Data		100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	Met Target

2.8	Student Surveys on the sense of safety and school connectedness	Not Provided Data Year: 2023-24 Data Source: Local Data	Supportive Relationships 89% Grades 3-5 85% Grades 6-8 Positive Feelings about School 55% Grades 3-5 47% Grades 6-8 Student/Teacher Relationships 67% Grades 3-5 69% Grades 6-8 Sense of Belonging 60% Grades 3-5 38% Grades 6-8 School Safety 50% Grades 3-5 60% Grades 6-8 Data Year: 2024-25 Data Source: Local Data-Panorama		80% Data Year: 2026-27 Data Source: Local Data	On Track Grades 3–5 showed strengths in Supportive Relationships (89%) and Student/Teacher Relationships (67%), but lower ratings in School Safety (50%) and Positive Feelings about School (55%) indicate areas for improvement. Grades 6–8 demonstrated strengths in Student/Teacher Relationships (69%) and School Safety (60%), while lower outcomes in Sense of Belonging (38%) and Positive Feelings about School (47%) suggest a need for targeted supports to build connectedness.

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.

Overall, the actions were implemented as planned. Field Trips were implemented, and students had access to experiences that enrichen their lives. Student Health was implemented, and screenings took place. School Supplies were implemented and provided needed supplies to students. Safe, Clean Facilities were implemented, and developed a nice learning environment. Positive School Climate and Culture was implemented and there is more that needs to be done. Attendance Support was implemented, and attendance has improved. Enrichment Activities and Advisory Curriculum were implemented, and many opportunities including Folklorico, Art, and Zumba were provided to students. Middle School Culture was partially implemented, but there were no dances or music at lunch and more focus will take place on clubs. Dean of Culture was implemented, and many family workshops took place. School Counselor was implemented, and teachers also benefited.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Field Trips due to initial low budgeted amount for each student to attend two field trips; School Supplies due to supporting the needs of the students; Enrichment Activities and Advisory Curriculum due to the variety of offerings; and Dean of Culture due to the position being fully staffed this year.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Positive School Climate and Culture due to the over budgeted amount and Attendance Support due to need to increase positive daily attendance.

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

Overall, the actions were effective as planned. Field Trips were effective, and students had access to experiences that enrichen their lives. Student Health was effective, and screenings took place. School Supplies were effective and provided needed supplies to students. Safe, Clean Facilities were effective, and developed a nice learning environment. Positive School Climate and Culture was effective and there is more that needs to be done. Attendance Support was effective, and attendance has improved. Enrichment Activities and Advisory Curriculum were effective, and many opportunities including Folklorico, Art, and Zumba were provided to students. Middle School Culture was partially effective, but there were no dances or music at lunch and more focus will take place on clubs. Dean of Culture was effective, and many family workshops took place. School Counselor was effective, and teachers also benefited.

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

The goal, actions, and metrics will continue in 2025-26.

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 members of the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) ensure student health. 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.	[$3,151]	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.	[$57,138]	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.	[$143,928]	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.	[$11,866]	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.	[$4,040]	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.	[$34,340]	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.	[$12,876]	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.	[$107,762]	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.	[$102,019]	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 2023	Initial Implementation Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	On Track
3.2	English Learner Advisory Committee	4 Meetings per Year Data Year: 2023-24 Data Source: Local Data	2 Meetings per Year Data Year: 2024-25 Data Source: Local Data		4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target
3.3	Parent Survey	69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data - Panorama	School Safety – 78% School Climate – 77% Data Year: 2024-25 Data Source: Local Data - Panorama		School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data - Panorama	On Track

3.4	Teacher/Staff Survey	Not Provided Data Year: 2023-24 Data Source: Local Data - Panorama	School Climate 85%-Staff 85%-Teachers Respectful Relationships 92%-Staff 93%-Teachers Positive Working Environment 58%-Staff 86%-Teachers Data Year: 2024-25 Data Source: Local Data - Panorama		School Climate 80%-Staff 80%-Teachers Respectful Relationships 80%-Staff 80%-Teachers Positive Working Environment 80%-Staff 80%-Teachers Data Year: 2026-27 Data Source: Local Data - Panorama	Met Target Strengths included high ratings in Respectful Relationships (92% Staff, 93% Teachers) and overall School Climate (85%), while the lower Staff rating for Positive Working Environment (58%) indicated a notable area for improvement.
3.5	Parent Education Workshops	3 Meetings per Year Data Year: 2023-24 Data Source: Local Data	1 Meeting per Year Data Year: 2024-25 Data Source: Local Data		6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target
3.6	Project/Portfolio Presentations	6 Meetings per Year Data Year: 2023-24 Data Source: Local Data	1 Meeting per Year Data Year: 2024-25 Data Source: Local Data		2 per year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target

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.

Overall, the actions were implemented as planned. Parent and Community Engagement and Advisory were implemented, and more focus on literacy and math nights. Parent Academy was implemented but the Charter School wants to do more workshops. Parent Communication was implemented and increased parent engagement.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures was Parent Communication due to the increased cost of communication platforms.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Parent and Community Engagement and Advisory due to meeting the needs of families at a lesser cost and Parent Academy due to fewer workshops being offered.

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

Overall, the actions were effective as planned. Parent and Community Engagement and Advisory were effective, and more focus on literacy and math nights. Parent Academy was effective, but the Charter School wants to do more workshops. Parent Communication was effective and increased parent engagement.

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

The goal, actions, and metrics will continue in 2025-26.

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.	[$3,030]	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.	[$5,030]	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.	[$5,757]	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$539,819	$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	2024 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. SBAC ELA results declined from Spring 2023 to Spring 2024, with the overall performance level marked Low on the 2024 CA School Dashboard. In 2022–23, the overall DFS was -40.7, with 31.53% of students meeting or exceeding standards. By 2023–24, DFS declined to -55.5, and 29.17% met or exceeded standards. HISP declined from -41.8 DFS to -56.8, with proficiency decreasing from 31.49% to 28.57%. SED dropped from -39.8 to -56.1, with proficiency decreasing from 32.33% to 29.49%. ELs were significantly impacted, with DFS falling from -53.4 to -70.1, and only 12.50% meeting standards in 2024 compared to 20.56% in 2023. LTELs had a DFS of -92.9, with just 4.55% meeting standards. SWDs declined to -115.2 DFS, with proficiency dropping from 23.53% to 15.79%. SBAC Math scores declined significantly from Spring 2023 to Spring 2024, resulting in an Low rating on the 2024 CA School Dashboard. In 2022–23, the overall DFS was -48.2, with 28.80% meeting standards. By 2023–24, DFS dropped to -71.5, with only 19.79% meeting standards. HISP declined from -48.9 to -71.6 DFS, with proficiency dropping from 28.73% to 19.58%. SED worsened from -52.4 to -74.8, with proficiency dropping from 28.03% to 18.71%. ELs declined from -68.1 to -87.2 DFS, with only 7.14% meeting standards in 2024, down from 11.11%. LTELs had a DFS of -115.1, with only 4.55% meeting standards. SWDs dropped to -158.6 DFS in 2024, with 0% meeting standards, down from 11.76% in 2023. of “Low.”	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

	Overall, CAST Science scores increased from 18.0% to 21.2% for All Students. ELs declined from 4.2% to 0.0%, with a drop in the intermediate range as well. SED improved significantly from 16.7% to 24.4%. HISP showed a slight decline from 18.4% to 20.0%.		
2.1, 2.3, 2.5, 2.9, 2.10	2024 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 School Attendance Rate is 92.54%. Chronic absenteeism improved from 2022–23 to 2023–24, earning a Medium rating on the 2024 CA School Dashboard. The overall rate dropped from 37.7% to 26.9%. HISP improved from 37.4% to 26.8%, and ELs declined from 40.1% to 29.4%. LTELs were reported at 36.1%. SED improved from 33% to 27.8%, and SWDs saw the largest reduction from 64.5% to 23.9%. Suspension rates increased from 2022–23 to 2023–24, earning a Very High rating on the 2024 CA School Dashboard. The overall rate rose from 0.7% to 4.4%. HISP increased from 0.7% to 4.6%, ELs from 0.5% to 4.1%, and LTELs reached 13.5%. SED increased from 1% to 4.8%, and SWDs rose from 0% to 9.4%.	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	2024 CA Dashboard indicated that Voices students are underperforming in ELA and Math overall and by significant subgroups. 2024 CA Dashboard indicated that Voices is improving in chronic absenteeism but not in suspension rates. 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. ELPI declined slightly from 2022–23 to 2023–24 but remained near the state average. In 2022–23, 48.1% of ELs made progress toward proficiency per DataQuest ELPAC Summative results, with a Low rating. In 2023–24, 45.9% made progress, earning an Low rating on the CA School Dashboard, near the state average of 45.7%. 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 will 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.

Voices is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following actions: 1.3 – Support for English Learners; 1.7 – Interventions for struggling students; 1.9 – Associates Teachers; 1.10 – Student Services Manager; 1.11 After School Program and Summer School/Intersession; 2.9 – Dean of Culture; and 2.10 - School Counselor to support students' social emotional well-being schoolwide.

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

2025-26 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 %)
2025-26	$ 3,971,050	$ 539,819	16.000%	0.000%	16.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,865,470	$ 1,102,156	$ 23,380	$ 341,343	$ 5,332,349.00	$ 3,867,171	$ 1,465,178

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	2025-26	$ 1,370,393	$ -	$ 1,370,393		$ -	$ -	$ 1,370,393	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 101,814	$ 101,814		$ -	$ -	$ 101,814	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2025-26	$ 84,562	$ 13,353	$ -	$ 77,353	$ -	$ 20,562	$ 97,915	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2025-26	$ 340,588	$ 208,747	$ 277,964	$ 230,721	$ -	$ 40,650	$ 549,335	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 91,604	$ 81,250		$ -	$ 10,354	$ 91,604	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2025-26	$ 16,081	$ 81,971	$ 98,052		$ -	$ -	$ 98,052	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 49,367	$ 49,367		$ -	$ -	$ 49,367	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2025-26	$ 290,970	$ -	$ 290,970		$ -	$ -	$ 290,970	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 542,079	$ -	$ 287,302			$ 254,777	$ 542,079	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 121,766	$ -	$ 121,766		$ -	$ -	$ 121,766	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 71,714	$ 580,227	$ 26,078	$ 625,863			$ 651,941	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2025-26	$ 809,796	$ -	$ 809,796		$ -	$ -	$ 809,796	0.000%
1	13	Library, Computer Lab, and Resource Room	All	No	Schoolwide	N/A	Voices	2025-26	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 28,000	$ 28,000	$ -			$ 28,000	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2025-26		$ 3,151	$ 3,151	$ -		$ -	$ 3,151	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 57,138	$ 57,138		$ -	$ -	$ 57,138	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2025-26	$ 5,757	$ 138,171	$ 80,600	$ 63,328			$ 143,928	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 11,866	$ 11,866	$ -	$ -		$ 11,866	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2025-26		$ 8,080	$ 4,040	$ -	$ 4,040	$ -	$ 8,080	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 68,680	$ 34,340	$ -	$ 19,340	$ 15,000	$ 68,680	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2025-26		$ 12,876	$ 12,876	$ -			$ 12,876	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 107,762	$ -	$ 53,881	$ 53,881	$ -	$ -	$ 107,762	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 102,019	$ -	$ 51,009	$ 51,010	$ -	$ -	$ 102,019	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2025-26		$ 3,030	$ 3,030	$ -		$ -	$ 3,030	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 5,030	$ 5,030	$ -		$ -	$ 5,030	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2025-26	$ 3,684	$ 2,073	$ 5,757	$ -		$ -	$ 5,757	0.000%

2025-26 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
$ 3,971,050	$ 539,819	16.000%	0.000%	16.000%	$ 1,825,419	0.000%	45.968%	**Total:**	$ 1,825,419
								LEA-wide Total:	$ -
								Limited Total:	$ 97,915
								Schoolwide Total:	$ 1,727,504

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	$ 97,915	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 91,604	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 49,367	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 542,079	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ 121,766	0.000%
1	11	After School Program and Summer School	Yes	Schoolwide	All	Voices	$ 651,941	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ -	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 3,151	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 143,928	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	$ 12,876	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 107,762	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 3,030	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,438,564.00	$ 4,666,876.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Appropriately Staff School	$ 1,202,246	$ 1,198,589
1	2	Implementation of Core Curriculum	$ 62,830	$ 129,280
1	3	Support for English Learners	$ 104,004	$ 94,291
1	4	Support for Students with Disabilities	$ 733,261	$ 681,423
1	5	Professional Development	$ 60,500	$ 62,700
1	6	Technology Infrastructure and Support	$ 113,670	$ 109,380
1	7	Intervention and Supplemental Materials	$ 23,980	$ 61,380
1	8	Instructional Coach and Principal	$ 277,304	$ 280,124
1	9	Associate Teachers	$ 319,178	$ 364,052
1	10	Student Services Manager	$ 117,153	$ 117,153
1	11	After School Program and Summer School	$ 676,698	$ 647,788
1	12	Network Support Infrastructure	$ 438,613	$ 455,512
2	1	Field Trips	$ 2,000	$ 28,000
2	2	Student Health	$ 28,000	$ 4,140
2	3	School Supplies	$ 3,120	$ 43,250
2	4	Safe, Clean Facilities	$ 43,500	$ 45,000
2	5	Positive School Climate and Culture	$ 984,134	$ 31,749

2	6	Attendance Support	$	10,500	$	4,000
2	7	Enrichment Activities and Advisory Curriculum	$	3,000	$	43,000
2	8	Middle School Culture	$	20,000	$	21,500
2	9	Dean of Culture	$	5,000	$	103,700
2	10	School Counselor	$	102,682	$	98,165
3	1	Parent and Community Engagement and Advisory	$	97,191	$	34,000
3	2	Parent Academy	$	5,000	$	3,000
3	3	Parent Communication	$	5,000	$	5,700

2024-25 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	$ 1,093,062	$ 1,655,228	$ (562,166)	0.000%	0.000%	0.000% - 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	Appropriately Staff School	No	$ -	$ -	0.000%	0.000%
1	2	Implementation of Core Curriculum	No	$ -	$ -	0.000%	0.000%
1	3	Support for English Learners	Yes	$ 82,578	$ 94,291	0.000%	0.000%
1	4	Support for Students with Disabilities	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development	Yes	$ 49,862	$ 62,700	0.000%	0.000%
1	6	Technology Infrastructure and Support	No	$ -	$ -	0.000%	0.000%
1	7	Intervention and Supplemental Materials	Yes	$ 23,980	$ 61,380	0.000%	0.000%
1	8	Instructional Coach and Principal	No	$ -	$ -	0.000%	0.000%
1	9	Associate Teachers	Yes	$ 170,620	$ 364,052	0.000%	0.000%
1	10	Student Services Manager	Yes	$ 117,153	$ 117,153	0.000%	0.000%
1	11	After School Program and Summer School	Yes	$ 29,614	$ 647,788	0.000%	0.000%
1	12	Network Support Infrastructure	No	$ -	$ -	0.000%	0.000%
2	1	Field Trips	Yes	$ 2,000	$ 28,000	0.000%	0.000%
2	2	Student Health	No	$ -	$ -	0.000%	0.000%
2	3	School Supplies	Yes	$ 3,120	$ 43,250	0.000%	0.000%
2	4	Safe, Clean Facilities	No	$ -	$ -	0.000%	0.000%
2	5	Positive School Climate and Culture	Yes	$ 552,794	$ 31,749	0.000%	0.000%
2	6	Attendance Support	No	$ -	$ -	0.000%	0.000%
2	7	Enrichment Activities and Advisory Curriculum	No	$ -	$ -	0.000%	0.000%
2	8	Middle School Culture	No	$ -	$ -	0.000%	0.000%
2	9	Dean of Culture	Yes	$ 5,000	$ 103,700	0.000%	0.000%
2	10	School Counselor	Yes	$ 51,341	$ 98,165	0.000%	0.000%
3	1	Parent and Community Engagement and Advisory	No	$ -	$ -	0.000%	0.000%
3	2	Parent Academy	Yes	$ 5,000	$ 3,000	0.000%	0.000%
3	3	Parent Communication	No	$ -	$ -	0.000%	0.000%

2024-25 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	0.000%	16.226%	$ 1,655,228	0.000%	60.002%	$0.00 - No Carryover	0.00% - No Carryover

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 25-26 LCAP Approval

Section:	III. 25-26 Local Indicators Review and LCAP Approval
Item:	C. Mount Pleasant (MP) Review of Local Indicators and 25-26 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	24-25 CA Dashboard Local Indicators - Mt. Pleasant.pdf Voices Mount Pleasant LCAP 2025 Combined.pdf

2023-24 CA Dashboard - MT. PLEASANT	
Local Inidicator 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)	
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:*	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):*	0
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.	
Local Inidicator 2: Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards	
1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	4 – Full Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	3 – Initial Implementation
History-Social Science*	4 – Full Implementation
2. Rate the local educational agency'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.	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	4 – Full Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	3 – Initial Implementation
History-Social Science*	4 – Full Implementation
3. Rate the local educational agency'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)	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	4 – Full Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	4 – Full Implementation
History-Social Science*	4 – Full Implementation
4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.	
Career Technical Education*	N/A
Health Education Content Standards*	1 – Exploration and Research Phase
Physical Education Model Content Standards*	1 – Exploration and Research Phase
Visual and Performing Arts*	2 – Beginning Development
World Language*	N/A
Support for Teachers and Administrators: 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).	
Identifying the professional learning needs of groups of teachers or staff as a whole*	4 – Full Implementation
Identifying the professional learning needs of individual teachers*	4 – Full Implementation
Providing support for teachers on the standards they have not yet mastered*	3 – Initial Implementation
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.	
Local Indicator 3: Self-Reflection Tool (Priority 3) – Parent and Family Engagement	
Section 1: Building Relationships Between School Staff and Families	
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 – Full Implementation
2. Rate the LEA's progress in creating welcoming environments for all families in the community.*	4 – Full Implementation
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.*	4 – Full Implementation
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 – Full Implementation
Building Relationships Dashboard Narrative Boxes	
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 marked the second year with the same Leadership Team at Voices Mount Pleasant, consisting of the Principal, Dean of Culture, Student Services Manager, Business Manager, and Instructional Coach. Building on the foundation established last year, the team prioritized relationship-building with staff and families to promote a welcoming and inclusive school environment. As a result, communication with staff and parents/guardians continued to improve and strengthen. Voices MP consistently hosted ELAC meetings and Cafecitos throughout the year, providing parents and guardians with meaningful opportunities to share input and feedback on LCAP goals, school progress, academic programs, and overall school needs. All materials were made available in both English and Spanish to ensure accessibility. Additionally, families played an active role in the school community by helping plan and volunteer at fundraising events, deepening their engagement and strengthening the partnership between home and 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.*	Voices Mount Pleasant will implement a multi-faceted outreach strategy to improve engagement of underrepresented families identified during the self-reflection process about building relationships between school staff and families. This includes continuing to communicate in English, Spanish, and other languages as needed to ensure accessibility. School leadership will make proactive phone calls and utilize tools like ParentSquare to reach families through their preferred communication methods. Voices MP will also use these channels to share information about community resources and assist families in accessing support services. In addition, the school will provide ongoing training and guidance to staff on culturally responsive and inclusive communication practices to strengthen trust and connection with all families, particularly those who have historically been underrepresented or harder to reach.
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 has made significant progress in building strong partnerships that directly support student outcomes. The school continued its partnership with the Boys and Girls Club, Art in Action, and Pacific Clinics to enhance student learning and well-being. Through the Boys and Girls Club, students benefit from additional support during the enrichment block and access to expanded learning opportunities in the after-school program, strengthening student engagement and relationship-building with caring adults. The Art in Action program, aligned with the National Core Arts Standards, enriches students' creativity and critical thinking during enrichment time. Additionally, Pacific Clinics supports students and families by providing on-site parent workshops, small group interventions, and a weekly Social Emotional Learning (SEL) advisory for middle school students. These partnerships contribute meaningfully to Voices MP students' academic, emotional, and social development.
Section 2: Building Partnerships for Student Outcomes	
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 – Full Implementation
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.*	4 – Full Implementation
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 – Full Implementation
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 – Full Implementation
Building Partnerships Dashboard Narrative Boxes	
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.*	Based on the analysis of educational partner input and local data, Voices Mount Pleasant demonstrates strong progress in building partnerships that support student outcomes. This year, Voices MP partnered with the Boys and Girls Club, Art in Action, and Pacific Clinics to enhance student learning and development. The Boys and Girls Club supported the enrichment block and provided expanded after-school learning opportunities, helping students build meaningful relationships with staff and engage in positive experiences that contribute to their academic and social growth. The Art in Action program, aligned with the National Core Arts Standards, enriched student creativity and expression. Through our partnership with Pacific Clinics, students received small group and individual services, including weekly Social Emotional Learning (SEL) advisory sessions for middle school students. Additionally, parent engagement improved through more consistent communication about student growth and progress, further strengthening the home-school connection and supporting student success.
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 Mount Pleasant continues the school year with a Parent/Guardian Education Workshop calendar designed to equip families with tools and strategies to support their child's learning and strengthen the school-home partnership. In response to family feedback requesting more enrichment opportunities, Voices MP will explore expanding its offerings to include performing arts and additional partnerships promoting student wellness. To further support student well-being, Voices MP will continue its partnership with Pacific Clinics to provide individual and group counseling services. The school will also implement a Social-Emotional Learning (SEL) curriculum and offer advisory periods for middle school students. Additionally, Voices MP is committed to providing families with increased resources to help them support their students' 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.*	To improve the engagement of underrepresented families, Voices Mount Pleasant ensures that all communication is shared in both English and Spanish and provided in both digital and printed formats to maximize accessibility. Additionally, Voices MP is committed to connecting families with community resources and proactively reaching out through phone calls when needed. Teachers hold conferences with parents/guardians twice a year and remain open and available to schedule additional meetings whenever requested to support ongoing collaboration and student success.
Section 3: Seeking Input for Decision-Making	
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 – Full Implementation
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.*	4 – Full Implementation
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.*	4 – Full Implementation
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.*	4 – Full Implementation
Seeking Input for Decision-Making Dashboard Narrative Boxes	
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 has made consistent progress in seeking input for decision-making by fostering multiple avenues for stakeholder engagement. The school regularly hosts Cafecitos and ELAC meetings throughout the year, providing opportunities for families, staff, and community members to share feedback, raise concerns, and offer suggestions. These gatherings are valuable forums for building trust and ensuring diverse voices are heard. In addition, Voices administers a Network-wide survey twice a year to staff, students, and families. The data collected from these surveys are carefully analyzed and directly inform school planning, initiatives, and improvements. These efforts demonstrate a strong commitment to collaborative decision-making and responsiveness to the needs and perspectives of the community.

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 Mount Pleasant hosts regular Cafecitos (Principal's Coffee) and ELAC meetings throughout the school year, allowing families and stakeholders to share feedback, input, and suggestions. While these forums have been valuable, Voices MP is committed to improving and increasing attendance to ensure broader representation and engagement. In addition to in-person engagement, Voices conducts a Network-wide survey twice a year using the Panorama platform to collect input from staff, students, and families. Voices MP will prioritize increasing family participation in these surveys to ensure a more comprehensive understanding of community needs. To achieve this, we will offer multiple, accessible ways for families to share feedback—including surveys, focus groups, and listening sessions—while ensuring language support, flexible meeting times, and clear communication. Transparency is essential to building trust, so we regularly share how input is used through updates on our parent portal and other communication platforms. Voices MP is also committed to actively reaching out to underrepresented voices to ensure equity in engagement. We will continue to strengthen relationships through parent councils, liaisons, and community partnerships to foster ongoing, meaningful engagement that reflects the diverse perspectives of our school community.
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 Mount Pleasant will continue to refine and expand its outreach strategies to better connect with harder-to-reach families. These efforts include providing all communication materials in English, Spanish, and other languages as needed; making proactive phone calls from the Dean of Culture and Principal; and using bilingual messaging through ParentSquare. Additionally, we will offer parent/guardian meetings at various times to accommodate diverse work schedules and ensure greater accessibility. Voices MP will also strengthen its efforts to connect families with relevant community resources, supporting both academic and non-academic needs
Local Indicator 6: Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool	
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.	According to the 24-25 Spring and Winter Panorama student survey, 80% of students in grades 4–5 reported having supportive relationships with a teacher or other adult on campus, while 69% of students in grades 6–8 reported the same. When asked about their sense of belonging, 54% of students in grades 4–5 responded favorably, compared to only 30% in grades 6–8. Regarding social-emotional learning, 52% of fourth and fifth-graders indicated they could navigate challenging feelings at school, while 56% of middle school students responded similarly. In the 2024–25 school year, these key indicators improved by five percentage points from the previous year, highlighting positive momentum in fostering supportive relationships, a stronger sense of belonging, and improved student emotional well-being.
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.	Based on the Panorama survey results, it is evident that students feel they have strong relationships with the adults on campus. At the same time, results indicate that many students are still developing the socioemotional skills needed to navigate challenging feelings and strengthen their sense of belonging at school. These trends highlight the importance of prioritizing socioemotional learning and school connectedness as areas of focus for the coming school year. To ensure we effectively support students, we will continue to seek feedback from students and families and use it to guide improvements to our services and supports.
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.	In the 25026 school year, Voices Mount Pleasant will continue to enhance its focus on student socioemotional well-being, in response to Panorama survey data indicating a need for greater support. Building on existing plans, Voices MP will use the school counselor to support students in developing socioemotional skills through one-on-one and small group sessions. Voices MP will also continue its partnership with Pacific Clinics, which provides structured lessons on social skills, conflict resolution strategies, and group and individualized counseling for students with higher levels of need. These services will be integrated into the school's broader socioemotional learning framework. Voices MP will implement several new initiatives to support student belonging and inclusivity further. Student-led clubs will be introduced to promote student interests, leadership, and inclusivity. An advisory program will also be developed to provide students with a regular space to build community, reflect on personal and academic challenges, and strengthen communication among students, families, and staff. Regular feedback sessions will be embedded into the advisory structure to ensure student voices inform continuous improvement efforts. Additionally, Voices MP will host events and activities that celebrate the school community's cultural diversity, helping to promote empathy, understanding, and mutual respect. These strategic enhancements aim to foster a more inclusive and supportive school climate, ensuring every student feels seen, valued, and connected.
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.	
Local Indicator 7: Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study	
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.	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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.	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 regular English Language Development based on grade and proficiency level. 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.	Voices MP 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 Science curriculum. Challenges that we have overcome include staffing challenges. Voices MP 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?	This upcoming school year, Voices MP will be adopting a K-5 science curriculum as well as a middle school Spanish curriculum to strengthen the instructional program for all students.

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

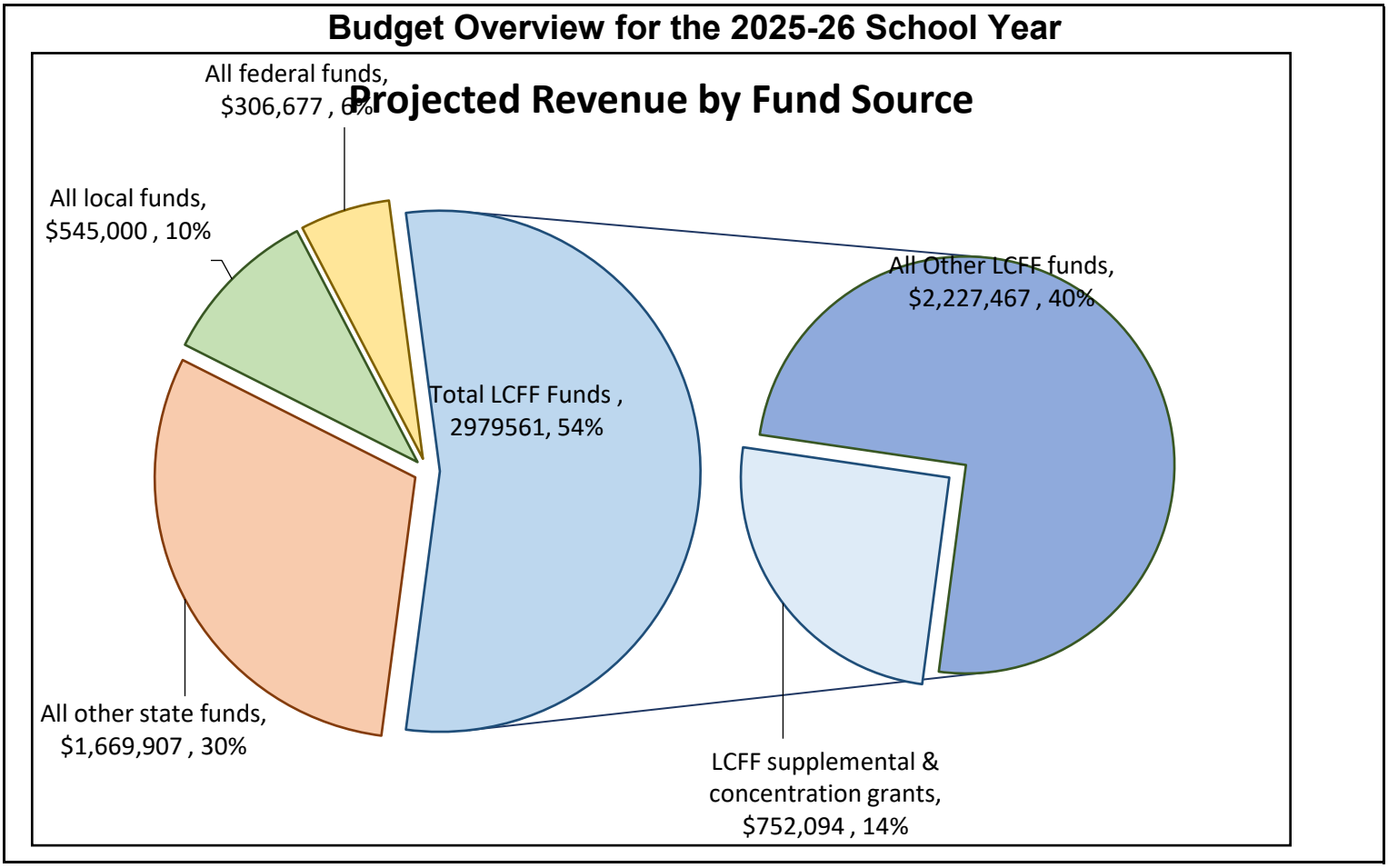
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Mount Pleasant

CDS Code: 43104390132530

School Year: 2025-26

LEA contact information: Mari DeGutierrez mdegutierrez@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).

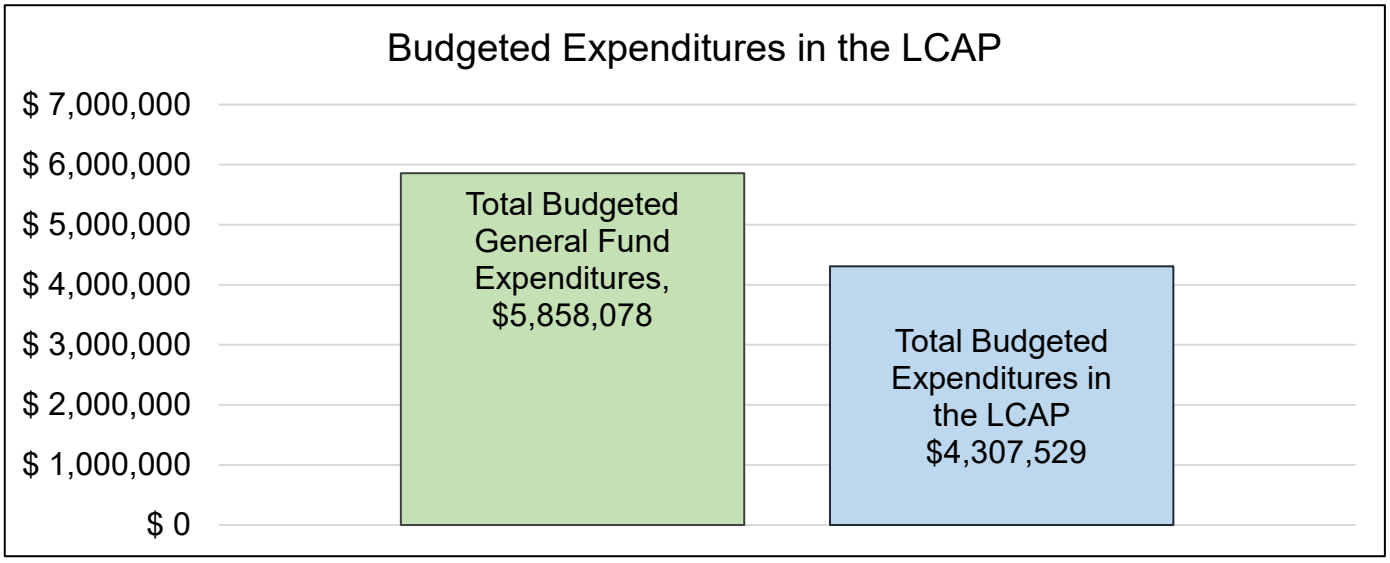


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Mount Pleasant expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Mount Pleasant is $5,501,145.00, of which $2,979,561.00 is Local Control Funding Formula (LCFF), $1,669,907.00 is other state funds, $545,000.00 is local funds, and $306,677.00 is federal funds. Of the $2,979,561.00 in LCFF Funds, $752,094.00 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 2025-26. 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 $5,858,078.00 for the 2025-26 school year. Of that amount, $4,307,529.00 is tied to actions/services in the LCAP and $1,550,549.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

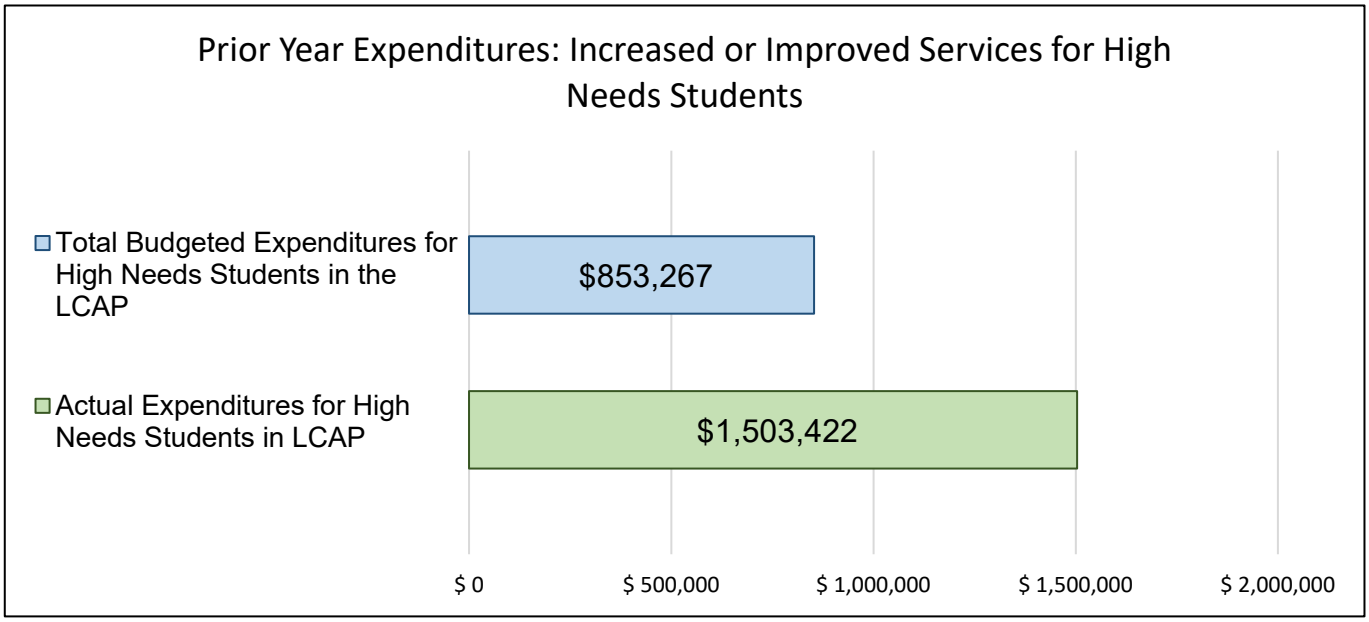
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Voices College-Bound Language Academy at Mount Pleasant is projecting it will receive $752,094.00 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 $1,340,911.00 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 2024-25



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 2024-25, Voices College-Bound Language Academy at Mount Pleasant's LCAP budgeted $853,267.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Mount Pleasant actually spent $1,503,422.00 for actions to increase or improve services for high needs students in 2024-25.

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 2025-26

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 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. 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 of activism and scholarship promote 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 2024 reports that in 2023-24, Voices served 242 students with diverse needs and backgrounds: 78.1% socioeconomically disadvantaged ("SED") or low income ("LI") students; 62.8% of students were English Learners ("ELs"); 11.19% of English Learners were Redesignated Fluent English Proficient ("RFEP"); 8.3% of students with disabilities ("SWD"); 0% Foster Youth ("FY"); and, 1.7% Homeless Youth. As of the 2023-24 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (97.9%), African American/Black (0.4%), and Two or More Races (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. 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.

Voices College-Bound Language Academy at Mt. Pleasant is not eligible to be an Equity Multiplier School.

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 2024 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).

ELA Performance

Increase ELA performance overall and for significant subgroups. SBAC ELA performance declined sharply from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS worsened from -74.8 to -105.6, and proficiency dropped from 17.81% to 11.72%. HISP declined from -75.2 DFS and 18.02% in 2023 to -106.6 DFS and 11.32% in 2024. SED dropped from -76.2 to -108.1 DFS, with proficiency falling from 17.09% to 11.32%. ELs fell from -91.1 to -130 DFS, and proficiency dropped from 7.45% to 3.75%. LTELs recorded the lowest performance with a DFS of -142.4 and 0% proficiency. SWDs declined to -131.2 DFS with 0% meeting standards. These results highlight the urgent need for evidence-based literacy interventions and targeted support for ELs, LTELs, and SWDs.

Math Performance

Increase Math performance overall and for significant subgroups. SBAC Math performance declined substantially from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS dropped from -82.9 to -121.8, and proficiency decreased from 13.56% to 7.87%. HISP dropped from -81.5 to -121.4 DFS, with proficiency decreasing from 13.63% to 7.94%. SED declined from -87.5 to -119.2 DFS, and proficiency fell from 10.92% to 7.69%. ELs dropped from -91.4 to -135.9 DFS, with proficiency decreasing from 10.31% to 3.80%. LTELs were most impacted with a DFS of -195.3 and 0% meeting standards. SWDs declined to -127.2 DFS, with proficiency dropping from 31.58% in 2023 to 14.28% in 2024. These outcomes reflect a critical need for strengthened instruction, intervention, and supports for ELs, LTELs, and SWDs.

ELPI

Increase ELPI for all ELs. ELPI declined significantly from 2022–23 to 2023–24 and was rated Very Low on the 2024 CA School Dashboard. In 2022–23, 33.9% of ELs made progress, earning a Very Low rating. In 2023–24, only 19.4% made progress, well below the state average of 45.7%. This decline signals a need to improve both designated and integrated ELD and expand targeted supports to accelerate EL progress.

Chronic Absenteeism

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. Chronic absenteeism remained high from 2022–23 to 2023–24, resulting in an High rating on the 2024 CA School Dashboard. Overall rates declined slightly from 42.1% to 41%. HISP dropped from 41.5% to 40.6%, ELs from 40% to 39%, and LTELs were at 43.3% in 2024. SED improved from 48.5% to 41.5%, while SWDs increased from 56.7% to 65.2%. These data reflect a continued need for robust attendance interventions, with a focus on SWDs and LTELs. Voices will continue to reduce chronic absenteeism by promoting positive daily attendance, implementing attendance incentives, enforcing the Attendance Policy through calls, meetings, contracts, letters, and home visits, and prioritizing intervention based on student-level ADA data.

Suspension Rate

Maintain suspension rate at 1%. Suspension rates increased sharply from 2022–23 to 2023–24, resulting in a Very High rating on the 2024 CA School Dashboard. Overall rates rose from 0.6% to 5.4%. HISP increased from 0.6% to 5.5%, ELs from 1.1% to 3.6%, and LTELs reached 10% in 2024. SED increased from 0.9% to 6.4%, and SWDs rose from 3.1% to 8.3%. These increases highlight the need to strengthen behavior supports, implement restorative practices, and provide targeted interventions for LTELs, SED, and SWDs. Voices is responding by offering alternatives to suspension including counseling, restorative practices, SEL programs, classroom-based behavior support, PD on classroom management, PBIS, and MTSS.

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 has been classified in the Low Performance Category for Charter Schools across the State by the CDE.

ESSA Assistance Status
Based on the 2023 and 2024 Dashboards, Voices is in Additional Targeted Support and Improvement (“ATSI”) for ELs. This is multi-tiered issue. ELs are High in Chronic Absenteeism Rate, Very High in Suspension Rate, Very Low in ELA performance, and Very Low in Math performance. Voices will be focusing specifically on decreasing chronic absenteeism and suspension through MTSS strategies especially for ELs and increasing ELA and Math performance through MTSS interventions and strategies especially for ELs.

LCFF Charter School Assistance Status
Voices is in General Assistance based on the 2023 and 2024 California Dashboards similarly to all schools.

Current ELs met the criteria in Priority 4, Pupil Achievement, and Priority 6, School Climate for the overall performance level in ELA and Math Performance and the Suspension Rate. In ELA Performance, ELs fell from -91.1 to -130 DFS, and proficiency dropped from 7.45% to 3.75%. In Math Performance, ELs dropped from -91.4 to -135.9 DFS, with proficiency decreasing from 10.31% to 3.80%. In Chronic Absenteeism Rate, ELs only declined from 40% to 39%. In Suspension Rate, ELs increased from 1.1% to 3.6% suspended at least one day.

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 and 2024 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 2023 and 2024 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 2023 and 2024 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. Additionally, staff surveys were used to inform the LCAP.
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP.
Students	Engaged in collecting feedback on the goals and actions with middle school students as part of their student council.
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).
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1).
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Student Council which acts as the Student Advisory Committee reserves the first meeting of the month to provide input on LCAP and other pertinent school policies or actions.
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).
Public Comment	6/5/25-6/20/25: 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	6/5/25 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/25 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 6/25/25 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 feedback provided by educational partners indicated a need to continue with the Goals, Metrics, and Actions. Specific focus on increasing ELA and Math Performance and English Learner Progress, and reducing Chronic Absenteeism Rate and Suspension Rate.

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. SBAC ELA performance declined sharply from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS worsened from -74.8 to -105.6, and proficiency dropped from 17.81% to 11.72%. HISP declined from -75.2 DFS and 18.02% in 2023 to -106.6 DFS and 11.32% in 2024. SED dropped from -76.2 to -108.1 DFS, with proficiency falling from 17.09% to 11.32%. ELs fell from -91.1 to -130 DFS, and proficiency dropped from 7.45% to 3.75%. LTELs recorded the lowest performance with a DFS of -142.4 and 0% proficiency. SWDs declined to -131.2 DFS with 0% meeting standards.

SBAC Math performance declined substantially from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS dropped from -82.9 to -121.8, and proficiency decreased from 13.56% to 7.87%. HISP dropped from -81.5 to -121.4 DFS, with proficiency decreasing from 13.63% to 7.94%. SED declined from -87.5 to -119.2 DFS, and proficiency fell from 10.92% to 7.69%. ELs dropped from -91.4 to -135.9 DFS, with proficiency decreasing from 10.31% to 3.80%. LTELs were most impacted with a DFS of -195.3 and 0% meeting standards. SWDs declined to -127.2 DFS, with proficiency dropping from 31.58% in 2023 to 14.28% in 2024.

CAST Science overall performance increased slightly from 4.44% to 4.88%. HISP improved from 4.54% to 4.88%, and SED rose from 3.23% to 6.45%. ELs remained at 0% both years, and data for SWDs were not reported due to too few students. These results show modest gains for HISP and SED, but continued concern for ELs who have not demonstrated progress.

ELPI declined significantly from 2022–23 to 2023–24 and was rated Very Low on the 2024 CA School Dashboard. In 2022–23, 33.9% of ELs made progress, earning a Very Low rating. In 2023–24, only 19.4% made progress, well below the state average of 45.7%.

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 0.0% Out-of-Field 6.7% Intern 73.3% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2021-22 Data Source: DataQuest	9.0 FTE 0.0% Clear 11.1% Out-of-Field 0.0% Intern 77.8% Ineffective 11.1% Incomplete 0.0% Unknown Data Year: 2022-23 Data Source: DataQuest		70% Clear 30% Intern Data Year: 2024-25 Data Source: DataQuest	FTE **Declined by 6.0** Clear **Declined 20.0%** Out-of-Field **Increased 11.1%** Intern **Declined 6.7%** Ineffective **Increased 4.5%** Incomplete **Increased 11.1%** Unknown **Maintained 0.0%**
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: 2024-25 Data Source: Local Indicators		100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	Met Target
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 2023	Initial Implementation Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	On Track

1.4	SBAC ELA	2022-23 ELA Distance from Standard **Very Low** 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	2023-24 ELA Distance from Standard **Very Low** Overall: -105.6 HISP: -106.6 SED: -108.1 EL: -130 LTEL: -142.4 SWD: -131.2 Percent Meets and Exceeds: Overall: 11.72% HISP: 11.32% SED: 11.32% EL: 3.75% LTEL: 0.0% SWD: 0.0% Data Year: Spring 2024 Data Source: CAASPP		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	Did Not Meet Annual Target of 20 points each year Distance from Standard Overall: **Declined 30.9 points** HISP: **Declined 31.4 points** SED: **Declined 31.8 points** EL: **Declined 38.9 points** LTEL: **Declined 34.8 points** SWD: **Declined 40.2 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 6.09%** HISP: **Declined 6.7%** SED: **Declined 5.77%** EL**: Declined 3.7%** LTEL**: Declined 6.7%** SWD: **Declined 15.00%**

1.5	SBAC Math	2022-23 Math Distance from Standard **Very Low** Overall: -82.9 HISP: -81.5 SED: -87.5 EL: -91.4 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	2023-24 Math Distance from Standard **Very Low** Overall: -121.8 HISP: -121.4 SED: -119.2 EL: -135.9 LTEL: -195.3 SWD: -127.2 Percent Meets or Exceeds: Overall: 7.87% HISP: 7.94% SED: 7.69% EL: 3.80% LTEL: 0.0% SWD: 14.28% Data Year: Spring 2024 Data Source: CAASPP		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	Did Not Meet Annual Target of 20 points each year DFS: Overall: **Declined 28.2 points** HISP: **Declined 28.2 points** SED: **Declined 14.5 points** EL: **Declined 33.9 points** LTEL **Declined 57.9 points** SWD: **Declined 49.2 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 5.69%** HISP: **Declined 5.69%** SED: **Declined 3.23%** EL: **Declined 6.51%** LTEL: **Maintained 0.0%** SWD: **Declined 17.3%**

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	Overall: 4.88% HISP: 4.88% SED: 6.45% EL: 0% SWD: Too Few Data Year: Spring 2024 Data Source: CAASPP		Overall: 19.44% HISP: 19.54% SED: 3.23% EL: 15% SWD: TBD Data Year: Spring 2026 Data Source: CAASPP	Did Not Meet Annual Target of 5% each year Overall– **Maintained 0.44%** Hispanic – **Maintained 0.34%** SED - **Increased 3.22%** EL – **Maintained 0%** SWD: Too Few
1.7	ELA Local Assessment –MAP	49% of students met growth target 15% Proficient MAP Data Year: 2023-24 Data Source: Local Data	No Data on Growth 39.7% Proficient MAP in Fall 2024 23% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	On Track to Meet Target **14.7% Increase**
1.8	SLA Local Assessment – STAR Reading in Spanish	Not Administered Data Year: 2023-24 Data Source: Local Assessment Data	43% Proficient STAR SLA Data Year: 2024-25 Data Source: Local Assessment Data		SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	Unable to Determine

1.9	Math Local Assessment –MAP	65% of students met growth target 12% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 41% Proficient MAP in Fall 2024 29% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	On Track to Meet Target **29% Increase on Math MAP**
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: Dashboard 2023	ELPI is **"Very Low"** for 2024 ELPI is 19.4% Data Year: 2023-24 Data Source: Dashboard 2024 (State – 45.7%)		ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	Did Not Meet Annual Target **Declined 14.5%**
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2023-24 Data Source: Dataquest		EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

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.

Overall, the actions were implemented as planned. The Charter School was nearly fully staffed, and the action was partially implemented. The Core Curriculum was implemented, and new curriculum was purchased. Support for English Learners was partially implemented and provided growth especially for Newcomers. Support for Students with Disabilities was implemented and supported by the Student Services Manager. Professional Development was partially implemented, but many of the topics still need to be addressed. Technology Infrastructure and Support was implemented, and new technology was purchased. Intervention and Supplemental Materials were implemented, and the expectation is that scores will improve in 2024-25. Instructional Coach and Principal was partially implemented and provided support to teachers. Associate Teachers were implemented and provided direct services to students. Student Services Manager was implemented and organized supports for students. After School Program and Summer School/Intersession was implemented and ensured additional support and access to students. Network Support Infrastructure was implemented and was successful in restructuring policies and procedures.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Implementation of Core Curriculum due to the purchase of new curriculum; Professional Development due to the number of new teachers; Technology and Technological Support due to purchases for the classrooms; and Intervention and Supplemental Materials due to IXL and cost of staffing for intervention.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Appropriately Staff School due to positions not filled for the entire school year; Support for Students with Disabilities due to the reduction of services as per a few student's IEPs; and Network Infrastructure Support due to lower enrollment.

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

Overall, the actions were effective as planned. The Charter School was nearly fully staffed, and the action was partially effective. The Core Curriculum was effective, and new curriculum was purchased. Support for English Learners was partially effective and provided growth especially for Newcomers. Support for Students with Disabilities was effective and supported by the Student Services Manager. Professional Development was partially effective, but many of the topics still need to be addressed. Technology Infrastructure and Support was effective, and new technology was purchased. Intervention and Supplemental Materials were effective, and the expectation is that scores will improve in 2024-25. Instructional Coach and Principal was partially effective and provided support to teachers. Associate Teachers were effective and provided direct services to students. Student Services Manager was effective and organized supports for students. After School Program and Summer School/Intersession was effective and ensured additional support and access to students. Network Support Infrastructure was effective and was successful in restructuring policies and procedures.

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

The goal, actions, and metrics will continue in 2025-26.

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.	[$956,146]	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation 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.	[$54,976]	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.	[$120,887]	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.	[$648,438]	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	[$91,145]	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.	[$69,165]	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, IXL, Renaissance STAR, Illuminate, 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 (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.	[$30,280]	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teaches 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.	[$257,986]	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.	[$379,941] 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.	[$110,719]	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students 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 open to all 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/Literacy and Math through project based learning and field trips.	[$475,601]	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.	[$625,845]	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 88.13%. Chronic absenteeism remained high from 2022–23 to 2023–24, resulting in an High rating on the 2024 CA School Dashboard. Overall rates declined slightly from 42.1% to 41%. HISP dropped from 41.5% to 40.6%, ELs from 40% to 39%, and LTELs were at 43.3% in 2024. SED improved from 48.5% to 41.5%, while SWDs increased from 56.7% to 65.2%. These data reflect a continued need for robust attendance interventions, with a focus on SWDs and LTELs. Voices will continue to reduce chronic absenteeism by promoting positive daily attendance, implementing attendance incentives, enforcing the Attendance Policy through calls, meetings, contracts, letters, and home visits, and prioritizing intervention based on student-level ADA data.

Maintain suspension rate at 1%. Suspension rates increased sharply from 2022–23 to 2023–24, resulting in a Very High rating on the 2024 CA School Dashboard. Overall rates rose from 0.6% to 5.4%. HISP increased from 0.6% to 5.5%, ELs from 1.1% to 3.6%, and LTELs reached 10% in 2024. SED increased from 0.9% to 6.4%, and SWDs rose from 3.1% to 8.3%.

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 in "Fair" repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT September 2024		All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Did Not Meet Target **Declined one level**
2.2	Attendance Rate	89.15% Data Year: 2023-24 Data Source: P-2 Report	88.13% Data Year: 2024-25 Data Source: P-2 Report		96% Data Year: 2026-27 Data Source: P-2 Report	Did Not Meet Target **Declined 1.02%**
2.3	Chronic Absenteeism Rate	**Medium** All: 42.1% HISP: 41.5% EL: 40% SED: 48.5% SWD: 56.7% Data Year: 2022-23 Data Source: Dashboard 2023	**Low** All: 41% HISP: 40.6% EL: 39% LTEL: 43.3% SED: 41.5% SWD: 65.2% Data Year: 2023-24 Data Source: Dashboard 2024		All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard 2026	Did Not Meet Target All: **Declined 1.1%** HISP: **Declined 0.9%** EL: **Declined 1%** LTEL: **Increased 18.3%** SED :**Declined 7.1%** SWD: **Increased 8.6%**
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c	0% Data Year 2024-25 Data Source CALPADS 8.1c		0% Data Year 2026-27 Data Source CALPADS 8.1c	Met Target

2.5	Suspension Rate	**Very Low** All: 0.6% HISP: 0.6% EL: 1.1% SED: 0.9% SWD: 3.1% Data Year: 2022-23 Data Source: Dashboard 2023	**Very High** All: 5.4% HISP: 5.5% EL: 3.6% LTEL: 10% SED:6.4% SWD: 8.3% Data Year: 2023-24 Data Source: Dashboard 2024		All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	Did Not Meet Target All –**Increased 4.8%** HISP - **Increased 4.9%** EL: **Increased 2.5%** LTEL**: Increased 5.2%** SED – **Increased 5.5%** SWD – **Increased 5.2%**
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: 2023-24 Data Source: DataQuest Expulsion Rate		0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	Met Target
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: 2024-25 Data Source: Local Data		100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	Met Target

2.8	Student Surveys on the sense of safety and school connectedness	Not Provided Data Year: 2023-24 Data Source: Local Data	Supportive Relationships 84% Grades 3-5 81% Grades 6-8 Student/Teacher Relationships 53% Grades 3-5 46% Grades 6-8 Sense of Belonging 52% Grades 3-5 29% Grades 6-8 School Safety 52% Grades 3-5 52% Grades 6-8 School Climate 52% Grades 3-5 37% Grades 6-8 Data Year: 2024-25 Data Source: Local Data-Panorama		80% Data Year: 2026-27 Data Source: Local Data	On Track Grades 3–5 demonstrated strength in Supportive Relationships (84%) but lower results in School Climate (52%) and Student/Teacher Relationships (53%) indicate a need for improved connectedness and trust. Grades 6–8 also showed strength in Supportive Relationships (81%), while very low outcomes in Sense of Belonging (29%) and School Climate (37%) highlight a critical need for targeted social-emotional and relational supports.

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.

Overall, the actions were implemented as planned. Field Trips were implemented, and students had access to experiences that enrichen their lives. Student Health was implemented, and screenings took place. School Supplies were implemented and provided needed supplies to students. Safe, Clean Facilities were implemented. Positive School Climate and Culture was implemented and there is more that needs to be done. Attendance Support was implemented, but attendance has not improved. Enrichment Activities and Advisory Curriculum were implemented, and many courses were provided to students. Middle School Culture was partially implemented. Dean of Culture was implemented. School Counselor was implemented, and students were supported.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Attendance Support due to needs of students; School Supplies due to supporting the needs of the students; Enrichment Activities and Advisory Curriculum due to the variety of offerings; and Middle School Culture due to activities planned by the student council.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Clean, Safe Facilities due to lower enrollment and no build outs.

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

Overall, the actions were effective as planned. Field Trips were effective, and students had access to experiences that enrichen their lives. Student Health was effective, and screenings took place. School Supplies were effective and provided needed supplies to students. Safe, Clean Facilities were effective. Positive School Climate and Culture was effective and there is more that needs to be done. Attendance Support was effective, but attendance has not improved. Enrichment Activities and Advisory Curriculum were effective, and many courses were provided to students. Middle School Culture was partially effective. Dean of Culture was effective. School Counselor was effective, and students were supported.

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

The goal, actions, and metrics will continue in 2025-26.

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.	[$45,450]	Yes
2.2	Student Health	Ensure that universal precautions recommended by 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.	[$3,151]	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.	[$71,454]	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.	[$79,779]	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 alternatives to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	[$15,655]	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.	[$5,050]	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.	[$28,785]	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. Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	[$8,585]	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.	[$105,575]	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.	[$107,261]	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 2023	Initial Implementation Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	On Track
3.2	English Learner Advisory Committee	4 Meetings a Year Data Year: 2023-24 Data Source: Local Data	1 Meeting a Year Data Year: 2024-25 Data Source: Local Data		4 Meetings a Year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target
3.3	Parent Survey	69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data	School Safety – 83% School Climate – 81% Data Year: 2024-25 Data Source: Local Data - Panorama		School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data - Panorama	Exceeded Target

3.4	Teacher/Staff Survey	Not Provided Data Year: 2023-24 Data Source: Local Data - Panorama	School Climate 70%-Staff and Teachers Respectful Relationships 79%- Staff and Teachers Positive Working Environment 74%- Staff and Teachers Data Year: 2024-25 Data Source: Local Data - Panorama		School Climate 80%-Staff 80%-Teachers Respectful Relationships 80%-Staff 80%-Teachers Positive Working Environment 80%-Staff 80%-Teachers Data Year: 2026-27 Data Source: Local Data - Panorama	On Track Staff and teachers reported strengths in Respectful Relationships (79%) and Positive Working Environment (74%), while lower ratings in School Climate (70%) suggest a need to enhance overall morale and schoolwide cohesion.
3.5	Parent Education Workshops	2 Meetings a Year Data Year: 2023-24 Data Source: Local Data	2 Meetings a Year Data Year: 2024-25 Data Source: Local Data		6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target
3.6	Project/Portfolio Presentations	4 Meetings a Year Data Year: 2023-24 Data Source: Local Data	2 Meetings a Year Data Year: 2024-25 Data Source: Local Data		2 Meetings a Year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target

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.

Overall, the actions were implemented as planned. Parent and Community Engagement and Advisory were implemented but needs improvement. Parent Academy was partially implemented, and the Charter School needs to do more workshops. Parent Communication was implemented and increased parent engagement.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Parent and Community Engagement and Advisory due to efforts to involve parents.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Parent Academy due to reduced number of workshops.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Parent and Community Engagement and Advisory due to meeting the needs of families at a lesser cost and Parent Academy due to fewer workshops being offered. A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions were effective as planned. Parent and Community Engagement and Advisory were effective but needs improvement. Parent Academy was partially effective, and the Charter School needs to do more workshops. Parent Communication was effective and increased parent engagement.

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

The goal, actions, and metrics will continue in 2025-26.

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.	[$2,020]	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.	[$6,565]	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.	[$7,070]	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$752,094	$86,436

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	2024 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. SBAC ELA performance declined sharply from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS worsened from -74.8 to -105.6, and proficiency dropped from 17.81% to 11.72%. HISP declined from -75.2 DFS and 18.02% in 2023 to -106.6 DFS and 11.32% in 2024. SED dropped from -76.2 to -108.1 DFS, with proficiency falling from 17.09% to 11.32%. ELs fell from -91.1 to -130 DFS, and proficiency dropped from 7.45% to 3.75%. LTELs recorded the lowest performance with a DFS of -142.4 and 0% proficiency. SWDs declined to -131.2 DFS with 0% meeting standards. SBAC Math performance declined substantially from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS dropped from -82.9 to -121.8, and proficiency decreased from 13.56% to 7.87%. HISP dropped from -81.5 to -121.4 DFS, with proficiency decreasing from 13.63% to 7.94%. SED declined from -87.5 to -119.2 DFS, and proficiency fell from 10.92% to 7.69%. ELs dropped from -91.4 to -135.9 DFS, with proficiency decreasing from 10.31% to 3.80%. LTELs were most impacted with a DFS of -195.3 and 0% meeting standards. SWDs declined to -127.2 DFS, with proficiency dropping from 31.58% in 2023 to 14.28% in 2024. CAST Science overall performance increased slightly from 4.44% to 4.88%. HISP improved	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

	from 4.54% to 4.88%, and SED rose from 3.23% to 6.45%. ELs remained at 0% both years.		
2.1, 2.3, 2.5, 2.9, 2.10	2024 CA Dashboard indicated that Voices needs to improve chronic absenteeism and suspension rates in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The School Attendance Rate is 88.13%. Chronic absenteeism remained high from 2022–23 to 2023–24, resulting in a High rating on the 2024 CA School Dashboard. Overall rates declined slightly from 42.1% to 41%. HISP dropped from 41.5% to 40.6%, ELs from 40% to 39%, and LTELs were at 43.3% in 2024. SED improved from 48.5% to 41.5%, while SWDs increased from 56.7% to 65.2%. Suspension rates increased sharply from 2022–23 to 2023–24, resulting in a Very High rating on the 2024 CA School Dashboard. Overall rates rose from 0.6% to 5.4%. HISP increased from 0.6% to 5.5%, ELs from 1.1% to 3.6%, and LTELs reached 10% in 2024. SED increased from 0.9% to 6.4%, and SWDs rose from 3.1% to 8.3%.	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 with 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	2024 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2024 CA Dashboard indicated that Voices needs to improve chronic absenteeism and suspension rates in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas.	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, andEnglish 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	ELPI declined significantly from 2022–23 to 2023–24 and was rated Very Low on the 2024 CA School Dashboard. In 2022–23, 33.9% of ELs made progress, earning a Very Low rating. In 2023–24, only 19.4% made progress, well below the state average of 45.7%.	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.

Voices is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following actions: 1.3 – Support for English Learners; 1.7 – Interventions for struggling students; 1.9 – Associates Teachers; 1.10 – Student Services Manager; 1.11 After School Program and Summer School/Intersession; 2.9 – Dean of Culture; and 2.10 - School Counselor to support students' social emotional well-being schoolwide.

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

2025-26 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 %)
2025-26	$ 2,189,374	$ 752,094	34.000%	0.000%	34.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,622,733	$ 620,359	$ -	$ 64,437	$ 4,307,529.00	$ 3,648,496	$ 659,003

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	2025-26	$ 956,146	$ -	$ 956,146	$ -	$ -	$ -	$ 956,146	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 54,976	$ 54,976		$ -		$ 54,976	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2025-26	$ 120,887	$ -	$ -	$ 120,887	$ -	$ -	$ 120,887	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2025-26	$ 493,757	$ 154,681	$ 329,920	$ 270,314	$ -	$ 48,204	$ 648,438	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 91,145	$ 74,912		$ -	$ 16,233	$ 91,145	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2025-26	$ 11,338	$ 57,797	$ 69,165		$ -	$ -	$ 69,165	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 30,280	$ 30,280		$ -	$ -	$ 30,280	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2025-26	$ 257,986	$ -	$ 257,986				$ 257,986	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 379,941	$ -	$ 379,941				$ 379,941	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 110,719	$ -	$ 110,719	$ -	$ -	$ -	$ 110,719	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 475,601	$ -	$ 325,000	$ 150,601	$ -	$ -	$ 475,601	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2025-26	$ 625,845	$ -	$ 625,845		$ -	$ -	$ 625,845	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 45,450	$ 45,450				$ 45,450	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2025-26		$ 3,151	$ 3,151	$ -		$ -	$ 3,151	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 71,454	$ 71,454		$ -	$ -	$ 71,454	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2025-26	$ 3,440	$ 76,339	$ 54,010	$ 25,769	$ -		$ 79,779	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 15,655	$ 15,655	$ -	$ -		$ 15,655	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2025-26		$ 5,050	$ 5,050	$ -		$ -	$ 5,050	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 28,785	$ 28,785	$ -	$ -		$ 28,785	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2025-26		$ 8,585	$ 8,585	$ -		$ -	$ 8,585	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 105,575	$ -	$ 52,787	$ 52,788	$ -	$ -	$ 105,575	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 107,261	$ -	$ 107,261		$ -	$ -	$ 107,261	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2025-26		$ 2,020	$ 2,020	$ -		$ -	$ 2,020	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 6,565	$ 6,565	$ -		$ -	$ 6,565	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2025-26		$ 7,070	$ 7,070	$ -		$ -	$ 7,070	0.000%

2025-26 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
$ 2,189,374	$ 752,094	34.000%	0.000%	34.000%	$ 1,340,911	0.000%	61.246%	**Total:**	$ 1,340,911
								LEA-wide Total:	$ -
								Limited Total:	$ 120,887
								Schoolwide Total:	$ 1,220,024

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	$ 120,887	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 74,912	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 30,280	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 379,941	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ 110,719	0.000%
1	11	After School Program and Summer School	Yes	Schoolwide	All	Voices	$ 325,000	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 45,450	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 71,454	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 15,655	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	$ 52,787	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 107,261	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 6,565	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,020,074.00	$ 3,715,475.00

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	Appropriately Staff School	No	$ 1,079,683	$ 772,328
1	2	Implementation of Core Curriculum	No	$ 56,500	$ 84,980
1	3	Support for English Learners	Yes	$ 123,178	$ 116,378
1	4	Support for Students with Disabilities	No	$ 595,869	$ 520,770
1	5	Professional Development	Yes	$ 55,500	$ 69,500
1	6	Technology Infrastructure and Support	No	$ 76,670	$ 86,980
1	7	Intervention and Supplemental Materials	Yes	$ 21,700	$ 29,980
1	8	Instructional Coach and Principal	No	$ 266,262	$ 248,149
1	9	Associate Teachers	Yes	$ 293,524	$ 289,897
1	10	Student Services Manager	Yes	$ 106,531	$ 106,531
1	11	After School Program and Summer School	Yes	$ 579,577	$ 579,150
1	12	Network Support Infrastructure	No	$ 385,998	$ 346,930
2	1	Field Trips	Yes	$ 45,000	$ 45,000
2	2	Student Health	No	$ 3,120	$ 3,120
2	3	School Supplies	Yes	$ 47,000	$ 48,750
2	4	Safe, Clean Facilities	No	$ 1,015,796	$ 78,296
2	5	Positive School Climate and Culture	Yes	$ 10,500	$ 10,000
2	6	Attendance Support	No	$ 3,000	$ 5,000
2	7	Enrichment Activities and Advisory Curriculum	No	$ 20,000	$ 34,000
2	8	Middle School Culture	No	$ 5,000	$ 8,500
2	9	Dean of Culture	Yes	$ 100,460	$ 101,530
2	10	School Counselor	Yes	$ 103,206	$ 103,206
3	1	Parent and Community Engagement and Advisory	No	$ 5,000	$ 6,500

3	2	Parent Academy	Yes	$ 5,000	$ 3,500
3	3	Parent Communication	No	$ 16,000	$ 16,500

2024-25 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	$ 853,267	$ 1,503,422	$ (650,155)	0.000%	0.000%	0.000% - 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	Appropriately Staff School	No	$ -	$ -	0.000%	0.000%
1	2	Implementation of Core Curriculum	No	$ -	$ -	0.000%	0.000%
1	3	Support for English Learners	Yes	$ 104,476	$ 116,378	0.000%	0.000%
1	4	Support for Students with Disabilities	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development	Yes	$ 55,500	$ 69,500	0.000%	0.000%
1	6	Technology Infrastructure and Support	No	$ -	$ -	0.000%	0.000%
1	7	Intervention and Supplemental Materials	Yes	$ 21,700	$ 29,980	0.000%	0.000%
1	8	Instructional Coach and Principal	No	$ -	$ -	0.000%	0.000%
1	9	Associate Teachers	Yes	$ 200,809	$ 289,897	0.000%	0.000%
1	10	Student Services Manager	Yes	$ 106,531	$ 106,531	0.000%	0.000%
1	11	After School Program and Summer School	Yes	$ 103,085	$ 579,150	0.000%	0.000%
1	12	Network Support Infrastructure	No	$ -	$ -	0.000%	0.000%
2	1	Field Trips	Yes	$ 45,000	$ 45,000	0.000%	0.000%
2	2	Student Health	No	$ -	$ -	0.000%	0.000%
2	3	School Supplies	Yes	$ 47,000	$ 48,750	0.000%	0.000%
2	4	Safe, Clean Facilities	No	$ -	$ -	0.000%	0.000%
2	5	Positive School Climate and Culture	Yes	$ 10,500	$ 10,000	0.000%	0.000%
2	6	Attendance Support	No	$ -	$ -	0.000%	0.000%
2	7	Enrichment Activities and Advisory Curriculum	No	$ -	$ -	0.000%	0.000%
2	8	Middle School Culture	No	$ -	$ -	0.000%	0.000%
2	9	Dean of Culture	Yes	$ 50,460	$ 101,530	0.000%	0.000%
2	10	School Counselor	Yes	$ 103,206	$ 103,206	0.000%	0.000%
3	1	Parent and Community Engagement and Advisory	No	$ -	$ -	0.000%	0.000%
3	2	Parent Academy	Yes	$ 5,000	$ 3,500	0.000%	0.000%
3	3	Parent Communication	No	$ -	$ -	0.000%	0.000%

2024-25 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)
$ 2,169,269	$ 670,673	0.000%	30.917%	$ 1,503,422	0.000%	69.305%	$0.00 - No Carryover	0.00% - No Carryover

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 25-26 LCAP Approval

Section:	III. 25-26 Local Indicators Review and LCAP Approval
Item:	D. West contra Costa (WCC) Review of Local Indicators and 25-26 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	24-25 CA Dashboard Local Indicators - WCC.pdf Voices West Contra Costa LCAP 2025 Combined.pdf

2023-24 CA Dashboard - WCC	
Local Indicator 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)	
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:*	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):*	17
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.	
Local Indicator 2: Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards	
1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	4 – Full Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	2 – Beginning Development
History-Social Science*	2 – Beginning Development
2. Rate the local educational agency'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.	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	4 – Full Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	2 – Beginning Development
History-Social Science*	2 – Beginning Development
3. Rate the local educational agency'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)	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	3 – Initial Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	1 – Exploration and Research Phase
History-Social Science*	1 – Exploration and Research Phase
4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.	
Career Technical Education*	N/A
Health Education Content Standards*	3 – Initial Implementation
Physical Education Model Content Standards*	1 – Exploration and Research Phase
Visual and Performing Arts*	1 – Exploration and Research Phase
World Language*	N/A
Support for Teachers and Administrators: 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).	
Identifying the professional learning needs of groups of teachers or staff as a whole*	4 – Full Implementation
Identifying the professional learning needs of individual teachers*	4 – Full Implementation
Providing support for teachers on the standards they have not yet mastered*	3 – Initial Implementation
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.	Voices College-Bound Language Academies at West Contra Costa supports implementation of state academic standards through a robust professional learning structure. Teachers engage in weekly professional development and data analysis meetings to inform instruction and monitor student progress during PLC. Monthly, network-wide professional planning days allow staff to collaboratively unpack academic standards and align curriculum. Additionally, weekly grade-level cohort meetings facilitate both horizontal and vertical planning across and within grade levels. School leadership actively supports these efforts by providing guidance, coaching, and oversight to ensure fidelity to the standards and instructional coherence.
Local Indicator 3: Self-Reflection Tool (Priority 3) – Parent and Family Engagement	
Section 1: Building Relationships Between School Staff and Families	
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 – Initial Implementation
2. Rate the LEA's progress in creating welcoming environments for all families in the community.*	4 – Full Implementation
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.*	4 – Full Implementation
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 – Initial Implementation
Building Relationships Dashboard Narrative Boxes	
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 continues to build on its ELAC meetings and monthly Cafecitos, which provide meaningful platforms for families to give input on LCAP goals, school needs, and academic progress. There has been a significant increase in parent survey participation and satisfaction, reflecting greater trust and engagement. Multicultural activities such as Dia de los Muertos, Dia del Niño, and Multicultural Week have strengthened community bonds and increased parent volunteerism. In addition, Parent Teacher conferences were offered at time outside of the school day to accommodate working families. Voices WCC has also contracted a Family and Community Engagement Coordinator to specialize in relationship building.
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.*	To further enhance participation, Voices WCC will continue promoting ELAC, Cafecitos, and workshops through ParentSquare, as well as personal outreach by the school's leadership team and Family and Community Engagement Coordinator. The school will continue to use visual displays in high-traffic areas and distribute small fliers during dismissal. Building strong relationships also includes training teachers on effective communication and parent-teacher conferences. Families will be encouraged to attend Plazas (student assemblies) and participate in planning and attending school-wide events, deepening the connection between school and 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 Relationships Between School Staff and Families.*	Voices WCC will continue to offer parent-teacher conferences outside of regular school hours to better accommodate working families, push English, Spanish and Portuguese messaging through our parent portal, and flier in the school. Additionally, the school will host classroom family dinners at the beginning of the year to build community, foster connections among families, and strengthen partnerships with staff. These dinners will also serve as an opportunity to explain academic goals and behavior expectations for the school year, provide guidance on how families can be actively involved in their child's education, and share effective ways to communicate with the school. The Family and Community Engagement Coordinator will play a key role in supporting this process by conducting targeted outreach to underrepresented families through personalized communication, home visits when appropriate, and collaboration with teachers to identify and address engagement barriers. The Coordinator will assist in planning inclusive events, coordinating translation services, and ensuring that communication is culturally responsive and accessible. By gathering ongoing feedback and monitoring participation data, the Coordinator can adapt strategies to more effectively engage and support families who have historically been less involved in the school community.
Section 2: Building Partnerships for Student Outcomes	
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 – Initial Implementation
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.*	2 – Beginning Development
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 – Initial Implementation
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 – Full Implementation
Building Partnerships Dashboard Narrative Boxes	
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 continued its partnership with the Boys and Girls Club, Art in Action, and the San Francisco Opera Guild to enhance our enrichment block and provide expanded learning opportunities. Voices WCC students engage in Social Justice programs with the SFOG as well as through partnerships with local community organizations including the Latina Center, Richmond Promise, and RYSE. We offered additional academic supports for students to mitigate learning loss within the classroom as well as tutoring for our 3rd to 8th graders after 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 Partnerships for Student Outcomes.*	To improve partnerships for student outcomes, Voices WCC will deepen collaboration with local community organizations and fully leverage the role of the Family and Community Engagement Coordinator by inviting organizations to participate in school events and offer on-site services when possible, by tasking the Coordinator with mapping community assets and maintaining ongoing relationships with local partners, by holding regular partnership meetings to assess impact and adjust supports based on student and family needs and by Offer family learning nights with community partners to reinforce academic skills and parent involvement. These efforts can directly contribute to stronger student academic, social-emotional, and behavioral outcomes. Stronger family-school-community ties help reduce absenteeism and increase student motivation and sense of belonging. Community-based tutoring, mentorship, and after-school programs can reinforce classroom instruction and help close achievement gaps. Families feel more confident and equipped to support their child's learning, leading to more consistent academic progress and improved behavior. Additionally, these supports provide social-emotional and behavioral supports from community organizations help students build resilience, self-regulation, and positive relationships.
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 continue partnering with current local nonprofits and search for new health providers, libraries, and cultural centers to provide wraparound services (e.g., tutoring, mental health support, enrichment activities). Our school team will act as liaisons between families and services, helping connect families with needed supports (housing, food assistance, counseling, etc.). The school will also plan and host family workshops focused on supporting learning at home, navigating educational pathways, and understanding available community resources. We will also work with our parent community to identify Parent Ambassadors to act as liaisons and advocates. In addition to materials being provided in different languages, we will offer multiple options for meeting times (evenings, weekends) and formats (in-person, virtual, phone) to meet the needs of working families. In addition to providing childcare, transportation support, and food at events to remove common barriers to attendance.
Section 3: Seeking Input for Decision-Making	
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 – Initial Implementation
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 – Initial Implementation
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 – Initial Implementation
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 – Initial Implementation
Seeking Input for Decision-Making Dashboard Narrative Boxes	
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 25-26 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.*	To improve how our school seeks input from parents in decision-making, Voices WCC will offer multiple, accessible ways for families to share feedback—such as surveys, focus groups, and listening sessions—while ensuring language support, flexible meeting times, and clear communication. It's also essential to be transparent about how input is used, regularly share updates through our parent portal, and actively reach out to our underrepresented voices. We will continue building strong relationships through parent councils, liaisons, and community partnerships to foster ongoing, meaningful engagement that reflects the diverse perspectives of our school community.

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.*	To better engage with our underrepresented communities in decision-making, Voices WCC build trust through intentional outreach and inclusive practices. This means partnering with trusted community leaders, offering translation and interpretation services, and holding meetings in accessible, familiar spaces—such as community centers, churches, or local parks. Personalized outreach, like home visits or phone calls, may be needed as they are more effective than mass emails. We can provide childcare, meals, and transportation to remove participation barriers. Most importantly, we will listen actively, follow up with how their input shaped decisions, and invite our parent into ongoing leadership roles, ensuring their voices are not just heard, but valued.
Local Indicator 6: Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool	
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.	On the 24-25 Spring Panorama Survey, 85% of students in fourth and fifth grade indicated a positive response towards having Supportive Relationships with a teacher or other adult on campus. Similarly, 85% of sixth through eighth graders reported having Supportive Relationships with a teacher or other adult on campus. Only 50% of fourth and fifth graders indicated they were successfully able to navigate challenging feelings at school and only 55% of sixth through eighth graders reported they were successfully able to navigate challenging feelings. Additionally, 59% of students in fourth and fifth responded favorably to having a sense of belonging while only 46% of sixth through eighth graders responded favorably to having a sense of belonging on campus.
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.	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. As we continue to grow our Upper Elementary and Middle School structures these trends suggest this should continue to be an area of focus for the coming school year with additional PD for teachers and staff as well as intentional work for our students during homeroom and advisory.
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.	In the 25-26 school year, Voices WCC will continue to utilize our school counselor as well as our outside community mental-health partner 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 continue working towards adding student-lead clubs that promote interest and foster inclusivity as well as continue our advisory programs where students can discuss issues and build a supportive community. Voices WCC will conduct a deeper analysis of student responses by sharing survey results with students, staff and our parent community to gain additional insights on student responses. While the survey provides baseline data, more work is needed to get student free responses. With this information, we can take intentional steps to improve student wellbeing at Voices WCC.
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.	
Local Indicator 7: Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study	
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.	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-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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.	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.	Voices WCC offers a broad course of study to all students currently, but we are always looking to improve. Our continued focus is on setting our professional learning community norms, practices and systems, in addition to lesson internalization and data analysis mindsets and procedures so they lead to improved student outcomes in all subjects. In 2025-2026, with 100% teacher retention and expansion in grade levels, Voices WCC will continue to strenghthen our Professional Learning Community. By retaining our teachers we are able to build upon their knowledge and increase student outcomes. We are building stability within the school's program and increasing student achievement by SOARING to EXCELLENCE!
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?	In 2025-2026, we will be intentional in our - 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. - ELA & ELD: Voices WCC has noticied a dip in ELA student outcomes and thus will shift its focus to strengthen our ELA/ELD/newcomer strategies including Reading Across the Curriculum and a shift in the Science of Reading instruction - Other curriculum: Voices WCC will adapt a new Science curriculum in k-5 and explore a new Social Studies curricula for k-5. - Simplifying assessment: Voices will continue to pare down our assessments to respond to the data 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.

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

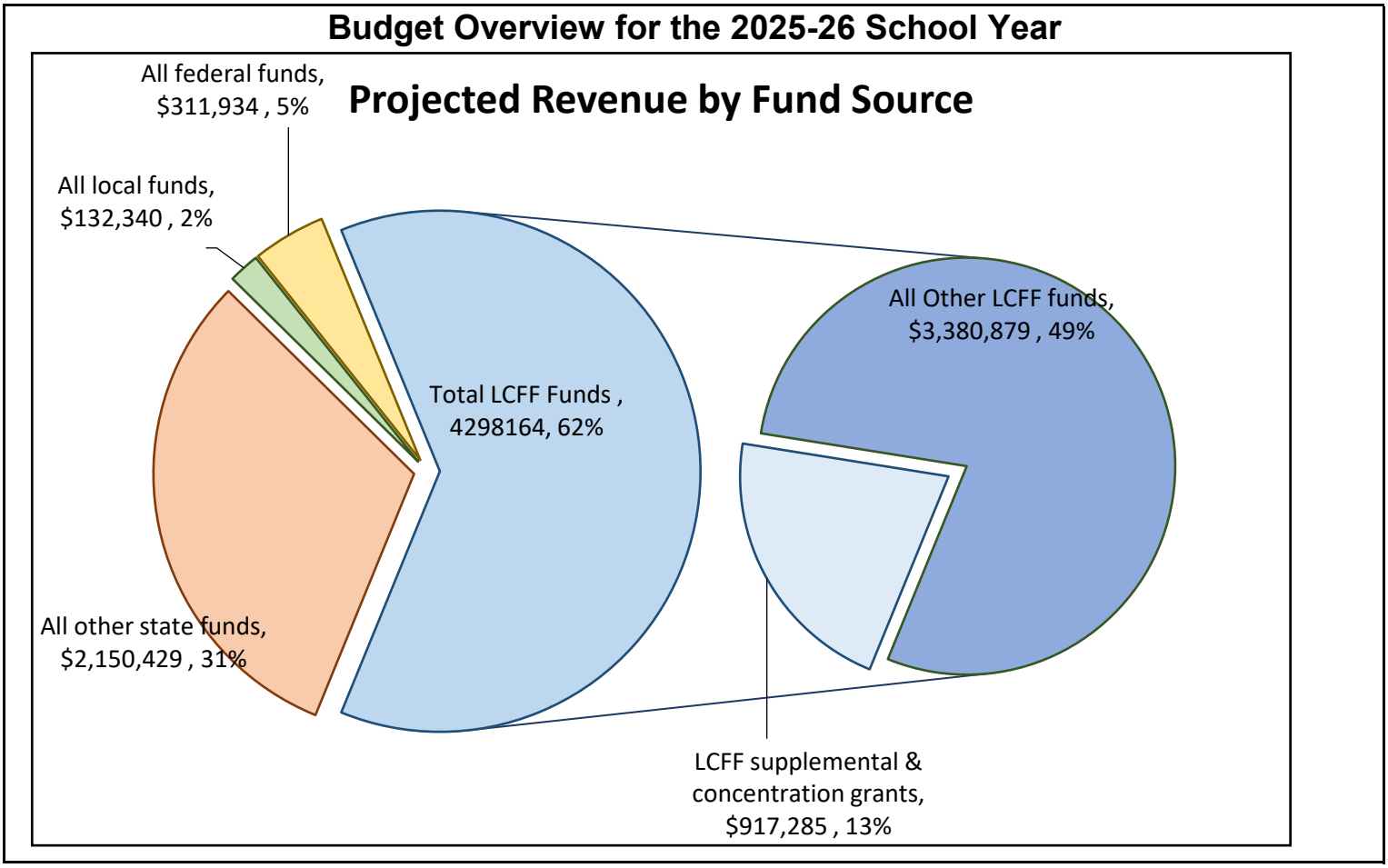
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at West Contra Costa

CDS Code: 7617960136903

School Year: 2025-26

LEA contact information: Keri Szymanski kszymanski@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).

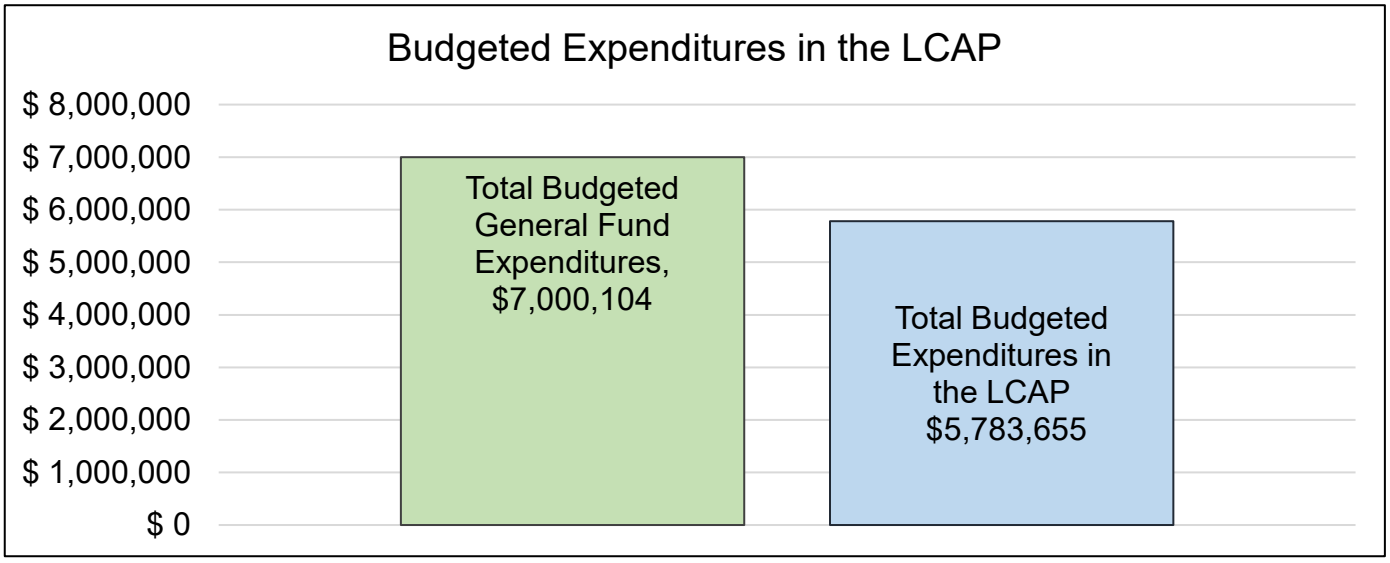


This chart shows the total general purpose revenue Voices College-Bound Language Academy at West Contra Costa expects to receive in the coming year from all sources.

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 $6,892,867.00, of which $4,298,164.00 is Local Control Funding Formula (LCFF), $2,150,429.00 is other state funds, $132,340.00 is local funds, and $311,934.00 is federal funds. Of the $4,298,164.00 in LCFF Funds, $917,285.00 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 2025-26. 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 $7,000,104.00 for the 2025-26 school year. Of that amount, $5,783,655.00 is tied to actions/services in the LCAP and $1,216,449.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

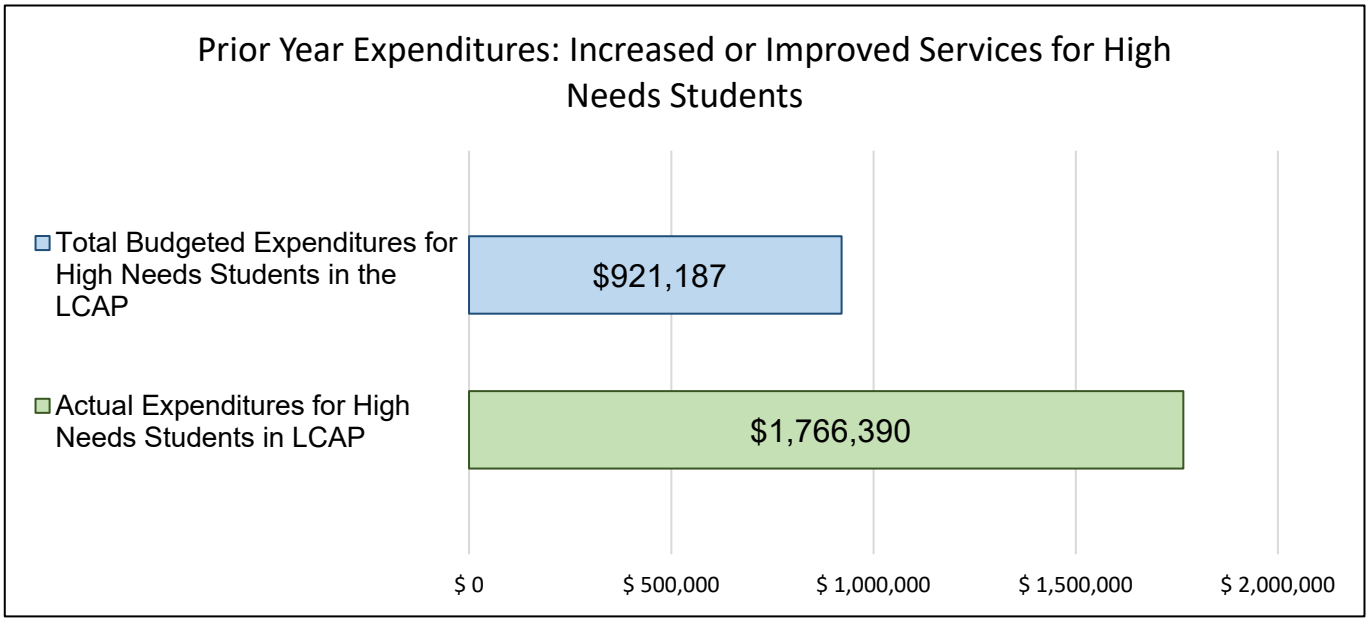
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Voices College-Bound Language Academy at West Contra Costa is projecting it will receive $917,285.00 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 $1,681,167.00 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 2024-25



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 2024-25, Voices College-Bound Language Academy at West Contra Costa's LCAP budgeted $921,187.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at West Contra Costa actually spent $1,766,390.00 for actions to increase or improve services for high needs students in 2024-25.

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 Szymanski Principal	kszymanski@voicescharterschool.com (510) 480-0540

Plan Summary 2025-26

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-7 (expanding to TK-8 by 2025-26) public charter school in Richmond founded in 2018 authorized by West Contra Costa Unified School District. Voices 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 2024 reports that in 2023-24, Voices served 290 students with diverse needs and backgrounds: 82.4% socioeconomically disadvantaged ("SED") or low income ("LI") students; 59% of students were English Learners ("ELs"); 6.9% of English Learners were Redesignated Fluent English Proficient ("RFEP"); 16.0% of students with disabilities ("SWD"); 0% Foster Youth ("FY"); and, 0.3% Homeless Youth. As of the 2023-24 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (97.9%), Asian (1%), Filipino (0.7%), and African American/Black (0.3%). %). 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, the Charter School addresses specific actions and services for ELs, SED/LI students, and FY to provide equal access to a high-quality program.

Voices College-Bound Language Academy at West Contra Costa is not eligible to be an Equity Multiplier School.

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 2024 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).

ELA Performance

Increase ELA performance overall and for significant subgroups. SBAC ELA performance declined significantly from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS worsened from -54.7 to -104.7, and proficiency dropped from 27.83% to 21.01%. HISP DFS fell from -57.7 to -107.6, with proficiency declining from 27.03% to 20.18%. SED declined from -60 to -103.2 DFS, with proficiency dropping from 27.16% to 21.00%. ELs were especially impacted, with DFS increasing from -59.1 to -115.2 and proficiency dropping from 12.90% to 8.06%. SWDs had a reported DFS of -301.5 in 2024, with too few tested to report a valid percentage. These outcomes reflect an urgent need for targeted reading intervention, ELD support, and differentiated instruction for ELs, SED, and SWDs.

Math Performance

Increase Math performance overall and for significant subgroups. SBAC Math performance declined significantly from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS dropped from -74.7 to -113.9, and proficiency fell from 23.69% to 15.00%. HISP DFS worsened from -76.7 to -117, with proficiency decreasing from 22.73% to 14.78%. SED declined from -77.1 to -110.1 DFS, with a drop in proficiency from 25.00% to 14.85%. ELs experienced a steep decline, with DFS worsening from -75 to -124.9 and proficiency dropping from 13.12% to 7.94%. SWDs had a DFS of -311.2 in 2024, with too few tested to report a valid percentage. These results point to a critical need for intensive math intervention, increased support for ELs and SWDs, and targeted strategies to address foundational skill gaps.

English Learner Progress Indicator

Increase ELPI for all ELs. ELPI declined from 2022–23 to 2023–24, resulting in a Very Low rating on the 2024 CA School Dashboard. In 2022–23, 46.4% of ELs were making progress, earning a Low rating per DataQuest ELPAC Summative results. In 2023–24, the percentage dropped to 31.3%, significantly below the state average of 45.7%. This sharp decline highlights the urgent need to strengthen both designated and integrated ELD, ensure consistent implementation of ELD strategies across content areas, and provide targeted supports to accelerate language acquisition for ELs.

Chronic Absenteeism Rate

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. Chronic absenteeism improved notably from 2022–23 to 2023–24, resulting in a Medium rating on the 2024 CA School Dashboard. Overall rate decreased from 52.8% to 38.4%. HISP improved from 53.9% to 39.3%, ELs from 45.8% to 39.2%, and SED from 48.8% to 37.4%. SWDs also improved from 57.8% to 50%, though their rate remains significantly higher than average. While the progress is encouraging, chronic absenteeism continues to impact achievement and calls for sustained family engagement and targeted interventions, especially for SWDs. Voices will continue this decline and will focus specifically on decreasing chronic absenteeism for all students, especially for HISP, ELs, SED, and SWDs by implementing a culture of positive on-time attendance five days per week through incentives, recognition, and awards, enforcing the Attendance Policy via calls, meetings, contracts, letters, and home visits, and implementing a prioritized system based on ADA data.

Suspension Rate

Maintain suspension rate at 1%. Suspension rates increased from 2022–23 to 2023–24, resulting in a High rating on the 2024 CA School Dashboard. In 2022–23, all student groups reported 0%. In 2023–24, overall rate rose to 1.3%, with HISP at 1.4%, ELs at 1.6%, SED at 1.6%, and SWDs at 1.9%. While these rates remain relatively low, the increase highlights the importance of strengthening schoolwide behavior supports, restorative practices, and early intervention systems. Voices is implementing alternatives to suspension including counseling, restorative practices, SEL, classroom behavior support, PD on classroom management, PBIS, and MTSS.

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 has been classified in the Middle Performance Category for Charter Schools across the State by the CDE.

ESSA Assistance Status
Voices has "No Status" for ESSA due to the overall student performance especially in the areas of ELA and Math performance levels.

LCFF Charter School Assistance Status
Voices is in General Assistance based on the 2023 and 2024 California Dashboards similarly to all schools.

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 and 2024 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 2023 and 2024 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 2023 and 2024 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. Additionally, staff surveys were used to inform the LCAP.
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP.
Students	Engaged in collecting feedback on the goals and actions with middle school students as part of their student council.
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).
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1).
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Student Council which acts as the Student Advisory Committee reserves the first meeting of the month to provide input on LCAP and other pertinent school policies or actions.
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).
Public Comment	6/5/25-6/20/25: 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	6/5/25 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/25 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 6/25/25 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 feedback provided by educational partners indicated a need to continue with the Goals, Metrics, and Actions. Specific focus on increasing ELA and Math Performance and English Learner Progress, and reducing Chronic Absenteeism Rate and Suspension Rate.

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. SBAC ELA performance declined significantly from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS worsened from -54.7 to -104.7, and proficiency dropped from 27.83% to 21.01%. HISP DFS fell from -57.7 to -107.6, with proficiency declining from 27.03% to 20.18%. SED declined from -60 to -103.2 DFS, with proficiency dropping from 27.16% to 21.00%. ELs were especially impacted, with DFS increasing from -59.1 to -115.2 and proficiency dropping from 12.90% to 8.06%. SWDs had a reported DFS of -301.5 in 2024, with too few tested to report a valid percentage.

SBAC Math performance declined significantly from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS dropped from -74.7 to -113.9, and proficiency fell from 23.69% to 15.00%. HISP DFS worsened from -76.7 to -117, with proficiency decreasing from 22.73% to 14.78%. SED declined from -77.1 to -110.1 DFS, with a drop in proficiency from 25.00% to 14.85%. ELs experienced a steep decline, with DFS worsening from -75 to -124.9 and proficiency dropping from 13.12% to 7.94%. SWDs had a DFS of -311.2 in 2024, with too few tested to report a valid percentage.

From Spring 2023 to Spring 2024, overall CAST proficiency increased from 6.67% to 21.21%, with notable gains for HISP (7.14% to 21.88%) and SED (8.33% to 26.93%), while ELs remained at 0% and SWD data were not reportable.

ELPI declined from 2022–23 to 2023–24, resulting in a Very Low rating on the 2024 CA School Dashboard. In 2022–23, 46.4% of ELs were making progress, earning a Low rating per DataQuest ELPAC Summative results. In 2023–24, the percentage dropped to 31.3%, significantly

below the state average of 45.7%. This sharp decline highlights the urgent need to strengthen both designated and integrated ELD, ensure consistent implementation of ELD strategies across content areas, and provide targeted supports to accelerate language acquisition for ELs.

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 0.0% Clear 0.0% Out-of-Field 0.0% Intern 100.0% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2021-22 Data Source: DataQuest	7.0 FTE 14.3% Clear 0.0% Out-of-Field 0.0% Intern 7.0% Ineffective 0.0% Incomplete 78.6% Unknown Data Year: 2022-23 Data Source: DataQuest		10.0% Clear 0.0% Out-of-Field 10% Intern 80% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2024-25 Data Source: DataQuest	FTE **Declined by 3.3** Clear **Increased 14.3%** Out-of-Field **Maintained 0.0%** Intern **Maintained 0.0%** Ineffective **Decreased 93%** Incomplete **Maintained 0.0%** **Unknown Increased 78.6%**
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: 2024-25 Data Source: Local Indicators		100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	Met Target
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 Data Year: 2023-24 Data Source: Dashboard Fall 2024		Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	Met Annual Target

1.4	SBAC ELA	2022-23 ELA Distance from Standard **Low** 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	2023-24 ELA Distance from Standard **Very Low** Overall: -104.7 HISP: -107.6 SED: -103.2 EL: -115.2 SWD: -301.5 Percent Meets and Exceeds: Overall: 21.01% HISP: 20.18% SED: 21.00% EL: 8.06% SWD: Too Few Data Year: Spring 2024 Data Source: CAASPP		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	Did Not Meet Annual Target of 20 points each year DFS: Overall: **Declined 50 points** HISP: **Declined 49.9 points** SED: **Declined 43.2 points** EL: **Declined 56.1 points** SWD: **Declined 202.8 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 6.82%** HISP: **Declined 6.85%** SED: **Declined 6.16%** EL**: Declined 4.84%**

1.5	SBAC Math	2022-23 Math Distance from Standard **Low** 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	2023-24 Math Distance from Standard **Very Low** Overall: -113.9 HISP: -117 SED: -110.1 EL: -124.9 SWD: -311.2 Percent Meets or Exceeds: Overall:15.00% HISP: 14.78% SED: 14.85% EL: 7.94% SWD: Too Few Data Year: Spring 2024 Data Source: CAASPP		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	Did Not Meet Annual Target of 20 points each year DFS: Overall: **Declined 39.2 points** HISP: **Declined 40.4 points** SED: **Declined 33 points** EL: **Declined 49.9 points** SWD: **Declined 203.6 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 8.69%** HISP: **Declined 7.95%** SED: **Declined 10.15%** EL: **Declined 5.18%**
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	Overall: 21.21% HISP: 21.88% SED: 26.93% EL: 0% SWD: Too Few Data Year: Spring 2024 Data Source: CAASPP		Overall: 21.67% HISP: 22.14% SED: 23.33% EL: TBD SWD: TBD Data Year: Spring 2026 Data Source: CAASPP	Exceeded Annual Target of 5% each year Overall– **Increased 14.54%** Hispanic – **Increased 14.74%** SED - **Increased 18.6%**

1.7	ELA Local Assessment –MAP	6% of students met growth target MAP 19.77% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 48.4% Proficient MAP in Fall 2024 30% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	Met Annual Target **28.63% Increase on Reading MAP**
1.8	SLA Local Assessment – STAR Reading in Spanish	Not Administered Data Year: 2023-24 Data Source: Local Assessment Data	44% Proficient STAR SLA Data Year: 2024-25 Data Source: Local Assessment Data		SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	Unable to Determine
1.9	Math Local Assessment –MAP	44% of students met growth target 27.78% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 51.9% Proficient MAP in Fall 2024 26% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	Exceeded Annual Target **24.12% Increase on Math MAP**

1.10	EL students making progress toward English Proficiency	ELPI is **Low** for 2023 ELPI is 46.4% Data Year: 2022-23 Data Source: Dashboard 2023	ELPI is **Very Low** for 2024 ELPI is 31.3% Data Year: 2023-24 Data Source: Dashboard 2024 (State – 45.7%)		ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	Did Not Meet Annual Target **Declined 15.1%**
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2023-24 Data Source: Dataquest		EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

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.

Overall, the actions were implemented as planned. The Charter School was not fully staffed at the beginning, so the action was partially implemented. The Core Curriculum was implemented, and curriculum was purchased. There needs to be more training on the curriculum. Support for English Learners was implemented and provided growth. Support for Students with Disabilities was implemented and more focus on MTSS will help. Professional Development was partially implemented, but many of the topics still need to be addressed. Technology Infrastructure and Support was implemented, and access points were added. Intervention and Supplemental Materials were implemented and supported the core program. Instructional Coach and Principal was implemented and provided support to each teacher. Associate Teachers were implemented and could benefit from more professional development. Student Services Manager was implemented and organized supports for students. After School Program and Summer School/Intersession was implemented and ensured additional support and access to students. Network Support Infrastructure was implemented and was successful in restructuring policies and procedures. Writing Program was implemented through Lucy Calkins model.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Implementation of Core Curriculum due to the purchase of new curriculum and Associate Teachers due to needs of the students.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Support for English Learners due to services provided by staff and Professional Development due to missing trainings.

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

Overall, the actions were effective as planned. The Charter School was not fully staffed at the beginning, so the action was partially effective. The Core Curriculum was effective, and curriculum was purchased. There needs to be more training on the curriculum. Support for English Learners was effective and provided growth. Support for Students with Disabilities was effective and more focus on MTSS will help. Professional Development was partially effective, but many of the topics still need to be addressed. Technology Infrastructure and Support was effective, and access points were added. Intervention and Supplemental Materials were effective and supported the core program. Instructional Coach and Principal was effective and provided support to each teacher. Associate Teachers were effective and could benefit from more professional development. Student Services Manager was effective and organized supports for students. After School Program and Summer School/Intersession was effective and ensured additional support and access to students. Network Support Infrastructure was effective and was successful in restructuring policies and procedures. Writing Program was effective through Lucy Calkins model.

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

The goal, actions, and metrics will continue in 2025-26.

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.	[$1,573,353]	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation 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.	[$160,293]	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.	[$104,098]	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.	[$891,160	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics to include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers (co-teaching model) • 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 IXL 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 - GATE • 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 (PBIS) – 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 • Academic Program	[$67,330]	Yes

		• 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 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.	[$81,472]	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, IXL, Renaissance STAR, Illuminate, 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. 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.	[$22,868]	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 examples for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	[$266,942]	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.	[$474,188] 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.	[$94,116]	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students 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 open to all 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/Literacy and Math through project based learning and field trips.	[$601,389]	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.	[$899,081]	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.	[$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 90.58%. Chronic absenteeism improved notably from 2022–23 to 2023–24, resulting in a Medium rating on the 2024 CA School Dashboard. Overall rate decreased from 52.8% to 38.4%. HISP improved from 53.9% to 39.3%, ELs from 45.8% to 39.2%, and SED from 48.8% to 37.4%. SWDs also improved from 57.8% to 50%, though their rate remains significantly higher than average.

Suspension rates increased from 2022–23 to 2023–24, resulting in a High rating on the 2024 CA School Dashboard. In 2022–23, all student groups reported 0%. In 2023–24, overall rate rose to 1.3%, with HISP at 1.4%, ELs at 1.6%, SED at 1.6%, and SWDs at 1.9%.

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 in "Good" repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT September 2024		All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Met Target
2.2	Attendance Rate	89.55% Data Year: 2023-24 Data Source: P-2 Report	90.58% Data Year: 2024-25 Data Source: P-2 Report		96% Data Year: 2026-27 Data Source: P-2 Report	Did Not Meet Annual Target **Increased 1.03%**
2.3	Chronic Absenteeism Rate	**Medium** All: 52.8% HISP: 53.9% EL: 45.8% SED: 48.8% SWD: 57.8% Data Year: 2022-23 Data Source: Dashboard 2023	**Medium** All: 38.4% HISP: 39.3% EL: 39.2% SED: 37.4% SWD: 50% Data Year: 2023-24 Data Source: Dashboard 2024		All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard 2026	Making Progress All: **Declined 14.4%** HISP: **Declined 14.6%** EL: **Declined 6.6%** SED :**Declined 11.3%** SWD: **Declined 7.8%**
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c	0% Data Year 2024-25 Data Source CALPADS 8.1c		0% Data Year 2026-27 Data Source CALPADS 8.1c	Met Target

2.5	Suspension Rate	**Very Low** All: 0% HISP: 0% EL: 0% SED: 0% SWD: 0% Data Year: 2022-23 Data Source: Dashboard 2023	**High** All: 1.3% HISP: 1.4% EL: 1.6% SED:1.6% SWD: 1.9% Data Year: 2023-24 Data Source: Dashboard 2024		All: <1% HISP: <1% EL: <1% SED: <1% SWD: <1% Data Year: 2025-26 Data Source: Dashboard 2026	Did Not Meet Target All –**Increased 1.3%** HISP - **Increased 1.4%** EL: **Increased 1.6%** SED – **Increased 1.6%** SWD – **Increased 1.9%**
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: 2023-24 Data Source: DataQuest Expulsion Rate		0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	Met Target
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: 2024-25 Data Source: Local Data		100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	Met Target

2.8	Student Surveys on the sense of safety and school connectedness	Not Provided Data Year: 2023-24 Data Source: Local Data	Supportive Relationships 85% Grades 3-5 85% Grades 6-8 Student/Teacher Relationships 73% Grades 3-5 59% Grades 6-8 Sense of Belonging 59% Grades 3-5 46% Grades 6-8 School Safety 56% Grades 3-5 44% Grades 6-8 Data Year: 2024-25 Data Source: Local Data-Panorama		80% Data Year: 2026-27 Data Source: Local Data	On Track Grades 3–5 demonstrated strength in Supportive Relationships (85%) and Student/Teacher Relationships (73%), though lower results in Sense of Belonging (59%) and School Safety (56%) suggest areas for improvement in emotional and physical security. Grades 6–8 also showed strong Supportive Relationships (85%), but weaker outcomes in Student/Teacher Relationships (59%), Sense of Belonging (46%), and School Safety (44%) highlight the need for targeted support to foster trust, inclusion, and safety.

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.

Overall, the actions were implemented as planned. Field Trips were implemented, and students had real world experience. Student Health was implemented, and screenings took place. School Supplies were implemented and provided needed supplies to students. Safe, Clean Facilities were implemented. Positive School Climate and Culture was implemented with attendance incentives. Attendance Support was implemented, and attendance has improved. Enrichment Activities and Advisory Curriculum were implemented, and many opportunities were provided to students like Debate Club and Social Justice Club. Middle School Culture was implemented, and it has improved. Dean of Culture was implemented and supported the Charter School culture. School Counselor was implemented, but came from an outside service provider.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Positive School Climate and Culture due to needs for building the school community and Middle School Culture due to activities planned by the student council.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Safe, Clean Facilities due to only few updates to the property and School Counselor due to not having position filled all year.

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

Overall, the actions were effective as planned. Field Trips were effective, and students had real world experience. Student Health was effective, and screenings took place. School Supplies were effective and provided needed supplies to students. Safe, Clean Facilities were effective. Positive School Climate and Culture was effective with attendance incentives. Attendance Support was effective, and attendance has improved. Enrichment Activities and Advisory Curriculum were effective, and many opportunities were provided to students like Debate Club and Social Justice Club. Middle School Culture was effective, and it has improved. Dean of Culture was effective and supported the Charter School culture. School Counselor was effective but came from an outside service provider.

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

The goal, actions, and metrics will continue in 2025-26.

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.	[$55,550]	Yes
2.2	Student Health	Ensure that universal precautions recommended by 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.	[$2,121]	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.	[$41,126]	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.	[$168,531]	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 (Plaza) 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.	[$23,735]	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.	[$3,500]	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.	[$35,350]	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.	[$15,150]	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.	[$108,074]	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.	[$83,138]	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 2023	Full Implementation Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	On Track Increased one level
3.2	English Learner Advisory Committee	4 Meetings per Year Data Year: 2023-24 Data Source: Local Data	4 Meetings per Year Data Year: 2024-25 Data Source: Local Data		4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Met Target
3.3	Parent Survey	69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data - Panorama	School Safety – 80% School Climate – 82% Data Year: 2024-25 Data Source: Local Data - Panorama		School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data	School Safety – Met Target School Climate – Met Target

3.4	Teacher/Staff Survey	Not Provided Data Year: 2023-24 Data Source: Local Data - Panorama	School Climate 73%-Staff 77%-Teachers Respectful Relationships 75%-Staff 85%-Teachers Positive Working Environment 69%-Staff 69%-Teachers Data Year: 2024-25 Data Source: Local Data - Panorama		School Climate 80%-Staff 80%-Teachers Respectful Relationships 80%-Staff 80%-Teachers Positive Working Environment 80%-Staff 80%-Teachers Data Year: 2026-27 Data Source: Local Data - Panorama	Did Not Meet Target Staff reported strengths in School Climate (73%) and Respectful Relationships (75%), though a lower Positive Working Environment rating (69%) indicates room for improving day-to-day staff experiences. Teachers showed strong Respectful Relationships (85%) and School Climate (77%), but the consistent 69% rating for Positive Working Environment suggests a shared need for greater workplace support.
3.5	Parent Education Workshops	1 Meeting per Year Data Year: 2023-24 Data Source: Local Data	3 Meetings per Year Data Year: 2024-25 Data Source: Local Data		6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target

3.6	Project/Portfolio Presentations	2 Meetings per Year Data Year: 2023-24 Data Source: Local Data	5 Meetings per Year Data Year: 2024-25 Data Source: Local Data		2 per year Data Year: 2026-27 Data Source: Local Data	Met Annual Target

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.

Overall, the actions were implemented as planned. Parent and Community Engagement and Advisory were implemented, and parents are beginning to take ownership of engagement. Parent Academy was implemented and provided workshops. Parent Communication was implemented and increased parent engagement.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Parent Academy due to few costs associated with workshops and Parent Communication due to reduced costs associated with platforms.

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

Overall, the actions were effective as planned. Parent and Community Engagement and Advisory were effective, and parents are beginning to take ownership of engagement. Parent Academy was effective and provided workshops. Parent Communication was effective and increased parent engagement.

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

The goal, actions, and metrics will continue in 2025-26.

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 school wide 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.	[$2,020]	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.	[$5,555]	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.	[$1,515]	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$917,285	$80,009

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
28%	0%	$0	28%

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 school wide 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	2024 CA Dashboard indicated that Voices students are underperforming in ELA and Math, overall and by significant subgroups. SBAC ELA performance declined significantly from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS worsened from -54.7 to -104.7, and proficiency dropped from 27.83% to 21.01%. HISP DFS fell from -57.7 to -107.6, with proficiency declining from 27.03% to 20.18%. SED declined from -60 to -103.2 DFS, with proficiency dropping from 27.16% to 21.00%. ELs were especially impacted, with DFS increasing from -59.1 to -115.2 and proficiency dropping from 12.90% to 8.06%. SWDs had a reported DFS of -301.5 in 2024, with too few tested to report a valid percentage. SBAC Math performance declined significantly from Spring 2023 to Spring 2024, resulting in a Very Low rating on the 2024 CA School Dashboard. Overall DFS dropped from -74.7 to -113.9, and proficiency fell from 23.69% to 15.00%. HISP DFS worsened from -76.7 to -117, with proficiency decreasing from 22.73% to 14.78%. SED declined from -77.1 to -110.1 DFS, with a drop in proficiency from 25.00% to 14.85%. ELs experienced a steep decline, with DFS worsening from -75 to -124.9 and proficiency dropping from 13.12% to 7.94%. SWDs had a DFS of -311.2 in 2024, with too few tested to report a valid percentage. From Spring 2023 to Spring 2024, overall CAST proficiency increased from 6.67% to 21.21%, with notable gains for HISP (7.14% to 21.88%) and SED (8.33% to 26.93%), while ELs remained at 0% and SWD data were not reportable	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	2024 CA Dashboard indicated that Voices is improving in chronic absenteeism but not suspension rates. In order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The School Attendance Rate is 90.58%. Chronic absenteeism improved notably from 2022–23 to 2023–24, resulting in a Medium rating on the 2024 CA School Dashboard. Overall rate decreased from 52.8% to 38.4%. HISP improved from 53.9% to 39.3%, ELs from 45.8% to 39.2%, and SED from 48.8% to 37.4%. SWDs also improved from 57.8% to 50%, though their rate remains significantly higher than average. Suspension rates increased from 2022–23 to 2023–24, resulting in a High rating on the 2024 CA School Dashboard. In 2022–23, all student groups reported 0%. In 2023–24, overall rate rose to 1.3%, with HISP at 1.4%, ELs at 1.6%, SED at 1.6%, and SWDs at 1.9%.	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 with 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	2024 CA Dashboard indicated that Voices students are underperforming in ELA and Math, overall and by significant subgroups. 2024 CA Dashboard indicated that Voices is improving in chronic absenteeism but not suspension rates. In order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas.	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	ELPI declined from 2022–23 to 2023–24, resulting in a Very Low rating on the 2024 CA School Dashboard. In 2022–23, 46.4% of ELs were making progress, earning a Low rating per DataQuest ELPAC Summative results. In 2023–24, the percentage dropped to 31.3%, significantly below the state average of 45.7%.	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 the ELPAC scores of English Learners to increase because of 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.

Voices is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following actions: 1.3 – Support for English Learners; 1.7 – Interventions for struggling students; 1.9 – Associates Teachers; 1.10 – Student Services Manager; 1.11 After School Program and Summer School/Intersession; 2.9 – Dean of Culture; and 2.10 - School Counselor to support students' social emotional well-being schoolwide.

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

2025-26 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 %)
2025-26	$ 3,331,647	$ 917,285	28.000%	0.000%	28.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 4,805,666	$ 914,328	$ -	$ 63,661	$ 5,783,655.00	$ 4,525,140	$ 1,258,515

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	2025-26	$ 1,573,353	$ -	$ 1,573,353		$ -	$ -	$ 1,573,353	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 160,293	$ 160,293		$ -	$ -	$ 160,293	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2025-26	$ 100,119	$ 3,979	$ 100,119		$ -	$ 3,979	$ 104,098	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2025-26	$ 723,373	$ 167,787	$ 550,454	$ 288,747	$ -	$ 51,959	$ 891,160	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 41,820	$ 25,510	$ 59,607		$ -	$ 7,723	$ 67,330	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2025-26	$ 17,158	$ 64,314	$ 81,472		$ -	$ -	$ 81,472	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 22,868	$ 22,868	$ -	$ -		$ 22,868	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2025-26	$ 266,942	$ -	$ 266,942		$ -	$ -	$ 266,942	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 474,188	$ -	$ 474,188		$ -	$ -	$ 474,188	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 94,116	$ -	$ 94,116		$ -		$ 94,116	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 135,860	$ 465,529	$ 90,529	$ 510,860	$ -	$ -	$ 601,389	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2025-26	$ 899,081	$ -	$ 899,081	$ -	$ -	$ -	$ 899,081	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 55,550	$ 55,550		$ -		$ 55,550	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2025-26		$ 2,121	$ 2,121	$ -		$ -	$ 2,121	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 41,126	$ 41,126	$ -	$ -	$ -	$ 41,126	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2025-26	$ 7,918	$ 160,613	$ 80,828	$ 87,703			$ 168,531	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 23,735	$ 23,735	$ -	$ -	$ -	$ 23,735	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2025-26		$ 3,500	$ 3,500	$ -		$ -	$ 3,500	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 35,350	$ 35,350				$ 35,350	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2025-26		$ 15,150	$ 15,150	$ -			$ 15,150	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 108,074	$ -	$ 81,056	$ 27,018	$ -	$ -	$ 108,074	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 83,138	$ -	$ 83,138		$ -		$ 83,138	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2025-26		$ 2,020	$ 2,020	$ -		$ -	$ 2,020	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 5,555	$ 5,555	$ -		$ -	$ 5,555	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2025-26		$ 1,515	$ 1,515	$ -		$ -	$ 1,515	0.000%
1	13	Writing Program	All	No	Schoolwide	N/A	Voices	2025-26		$ 2,000	$ 2,000	$ -		$ -	$ 2,000	0.000%

2025-26 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
$ 3,331,647	$ 917,285	28.000%	0.000%	28.000%	$ 1,681,167	0.000%	50.461%	**Total:**	$ 1,681,167
								LEA-wide Total:	$ -
								Limited Total:	$ 104,098
								Schoolwide Total:	$ 1,577,069

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	$ 104,098	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 67,330	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 22,868	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 474,188	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ 94,116	0.000%
1	11	After School Program and Summer School	Yes	Schoolwide	All	Voices	$ 601,389	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 55,550	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 41,126	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 23,735	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	$ 108,074	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 83,138	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 5,555	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%
1	13	Writing Program	No	Schoolwide		Voices	$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,570,796.00	$ 4,897,005.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Appropriately Staff School	$ 1,192,716	$ 1,096,625
1	2	Implementation of Core Curriculum	$ 30,851	$ 112,900
1	3	Support for English Learners	$ 89,724	$ 3,700
1	4	Support for Students with Disabilities	$ 962,398	$ 877,950
1	5	Professional Development	$ 161,000	$ 77,600
1	6	Technology Infrastructure and Support	$ 88,675	$ 90,500
1	7	Intervention and Supplemental Materials	$ 23,000	$ 22,641
1	8	Instructional Coach and Principal	$ 255,673	$ 258,827
1	9	Associate Teachers	$ 342,375	$ 630,730
1	10	Student Services Manager	$ 89,559	$ 90,512
1	11	After School Program and Summer School	$ 688,680	$ 663,440
1	12	Network Support Infrastructure	$ 474,539	$ 473,237
2	1	Field Trips	$ 55,000	$ 55,000
2	2	Student Health	$ 2,100	$ 2,100
2	3	School Supplies	$ 33,670	$ 37,989
2	4	Safe, Clean Facilities	$ 808,336	$ 153,976
2	5	Positive School Climate and Culture	$ 10,500	$ 15,000

2	6	Attendance Support	$	3,000	$	3,500
2	7	Enrichment Activities and Advisory Curriculum	$	20,000	$	20,500
2	8	Middle School Culture	$	5,000	$	10,000
2	9	Dean of Culture	$	100,000	$	108,074
2	10	School Counselor	$	90,000	$	59,704
3	1	Parent and Community Engagement and Advisory	$	5,000	$	5,500
3	2	Parent Academy	$	5,000	$	2,000
3	3	Parent Communication	$	14,000	$	5,000
1	13	Writing Program	$	20,000	$	20,000

2024-25 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)
$ 706,832	$ 921,187	$ 1,766,390	$ (845,203)	0.000%	0.000%	0.000% - 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	Appropriately Staff School	No	$ -	$ -	0.000%	0.000%
1	2	Implementation of Core Curriculum	No	$ -	$ -	0.000%	0.000%
1	3	Support for English Learners	Yes	$ 86,924	$ 3,700	0.000%	0.000%
1	4	Support for Students with Disabilities	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development	Yes	$ 142,532	$ 77,600	0.000%	0.000%
1	6	Technology Infrastructure and Support	No	$ -	$ -	0.000%	0.000%
1	7	Intervention and Supplemental Materials	Yes	$ 23,000	$ 22,641	0.000%	0.000%
1	8	Instructional Coach and Principal	No	$ -	$ -	0.000%	0.000%
1	9	Associate Teachers	Yes	$ 206,333	$ 630,730	0.000%	0.000%
1	10	Student Services Manager	Yes	$ 89,559	$ 90,512	0.000%	0.000%
1	11	After School Program and Summer School	Yes	$ 103,669	$ 663,440	0.000%	0.000%
1	12	Network Support Infrastructure	No	$ -	$ -	0.000%	0.000%
2	1	Field Trips	Yes	$ 55,000	$ 55,000	0.000%	0.000%
2	2	Student Health	No	$ -	$ -	0.000%	0.000%
2	3	School Supplies	Yes	$ 33,670	$ 37,989	0.000%	0.000%
2	4	Safe, Clean Facilities	No	$ -	$ -	0.000%	0.000%
2	5	Positive School Climate and Culture	Yes	$ 10,500	$ 15,000	0.000%	0.000%
2	6	Attendance Support	No	$ -	$ -	0.000%	0.000%
2	7	Enrichment Activities and Advisory Curriculum	No	$ -	$ -	0.000%	0.000%
2	8	Middle School Culture	No	$ -	$ -	0.000%	0.000%
2	9	Dean of Culture	Yes	$ 75,000	$ 108,074	0.000%	0.000%
2	10	School Counselor	Yes	$ 90,000	$ 59,704	0.000%	0.000%
3	1	Parent and Community Engagement and Advisory	No	$ -	$ -	0.000%	0.000%
3	2	Parent Academy	Yes	$ 5,000	$ 2,000	0.000%	0.000%
3	3	Parent Communication	No	$ -	$ -	0.000%	0.000%
1	13	Writing Program	No	$ -	$ -	0.000%	0.000%

2024-25 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)
$ 2,732,298	$ 706,832	0.000%	25.870%	$ 1,766,390	0.000%	64.649%	$0.00 - No Carryover	0.00% - No Carryover

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 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 25-26 LCAP Approval

Section:	III. 25-26 Local Indicators Review and LCAP Approval
Item:	E. Stockton (ST) Review of Local Indicators and 25-26 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	24-25 CA Dashboard Local Indicators - Stockton.pdf Voices Stockton LCAP 2025 Combined.pdf

2023-24 CA Dashboard - STOCKON	
Local Indicator 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)	
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:*	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):*	0
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.	
Local Indicator 2: Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards	
1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	3 – Initial Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	1 – Exploration and Research Phase
History-Social Science*	2 – Beginning Development
2. Rate the local educational agency'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.	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	4 – Full Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	1 – Exploration and Research Phase
History-Social Science*	2 – Beginning Development
3. Rate the local educational agency'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)	
English Language Arts – Common Core State Standards for English Language Arts*	4 – Full Implementation
English Language Development (Aligned to English Language Arts Standards)*	3 – Initial Implementation
Mathematics – Common Core State Standards for Mathematics*	4 – Full Implementation
Next Generation Science Standards*	1 – Exploration and Research Phase
History-Social Science*	2 – Beginning Development
4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.	
Career Technical Education*	N/A
Health Education Content Standards*	1 – Exploration and Research Phase
Physical Education Model Content Standards*	1 – Exploration and Research Phase
Visual and Performing Arts*	2 – Beginning Development
World Language*	3 – Initial Implementation
Support for Teachers and Administrators: 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).	
Identifying the professional learning needs of groups of teachers or staff as a whole*	3 – Initial Implementation
Identifying the professional learning needs of individual teachers*	3 – Initial Implementation
Providing support for teachers on the standards they have not yet mastered*	3 – Initial Implementation
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.	
Local Indicator 3: Self-Reflection Tool (Priority 3) – Parent and Family Engagement	
Section 1: Building Relationships Between School Staff and Families	
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 – Initial Implementation
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.*	3 – Initial Implementation
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.*	3 – Initial Implementation
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 – Initial Implementation
Building Relationships Dashboard Narrative Boxes	
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.*	Based on the analysis of educational partner input and local data, Voices Stockton has made meaningful progress in building relationships between school staff and families. Parents noted improvements in access to field trips and a stronger connection with the school leadership team. The increase in cultural events has also fostered a more inclusive and welcoming school environment. These efforts reflect a growing commitment to family engagement. However, parents also highlighted the need for continued growth in making teachers more accessible and in strengthening parent-teacher relationships to support student success.
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	
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 – Initial Implementation
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.*	2 – Beginning Development
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 – Initial Implementation
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 – Full Implementation
Building Partnerships Dashboard Narrative Boxes	
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.*	Vocies Stockton has made notable progress in building partnerships for student outcomes. Key strengths include a strong focus on teacher professional development, increased dedicated time for teacher planning and practice during the school day, and access to curriculum training that aligns instruction with student needs. Additionally, the implementation of 1-on-1 coaching has supported instructional growth and fostered collaboration between educators and instructional leaders. These efforts contribute to improved teaching quality and, ultimately, better outcomes for students.
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 instructional team has noted the need for more instructional coaching and also thinking or new systems to increase teacher-teacher partnerships across grade levels. Teachers have similarly requested more clarity around what are Voices non-negotiable best practices vs those where teachers can have more autonomy.
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.*	Vocies Stockton will prioritize underrepresented families engagement in the school by adding variation to the times and dates parents meetings like Cafecitos and ELAC meetings happen. There will also be a variety of both in person and zoom meetings based on current parent feedback. Voices Stockton will also make it apriority to include parents in the decision making process for school culture activities.
Section 3: Seeking Input for Decision-Making	
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 – Initial Implementation
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 – Initial Implementation
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 – Initial Implementation
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 – Beginning Development
Seeking Input for Decision-Making Dashboard Narrative Boxes	
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.
Local Indicator 6: Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool	
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.	Voices Stockton climate survey data indeicates that 91% students feel the school offers them supportive relationships. Survey data also states that the current year has increased in terms of parents feeling more supported by the school. Increase on 7% compared to last academic year. Teachers view of school leadership also increased and is now 85% favorable.
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.	Voices Stockton also knows there are some areas of growth that will help with prioritizing next academi year. Student survey shows that only 45% of students feel self-efficacy, only 57% of teachers feel coaching and feedback was effective, and 24% of families still believe there are barriers for egangament with the school.
Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.	Voices Stockton will use this data to impact the planning for next academic year in the following ways. The learnings of the analysis say that we need to spend more time focusing on teacher coaching and feedback so teachers feel more supported in adequately impacting student results. At the same time, more learing will be built in via character work around building self efficacy in students and revisit the systems that make our parent community feel there are barries the school has created that get in the way of their full engagement with the school.
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.	
Local Indicator 7: Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study	
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.	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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.	All 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 regular English Language Development based on grade and proficiency level. 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.	Voices Stockton offers a broad course of study to all students currently, but we are always looking to improve. Next year, for example, Voices Stockton is adopting a new Science curriculum. Challenges that we have overcome include staffing challenges. Voices Stockton 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?	This upcoming school year, Voices Stockton will be adopting a K-5 science curriculum as well as a middle school Spanish curriculum to strengthen the instructional program for all students.

LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

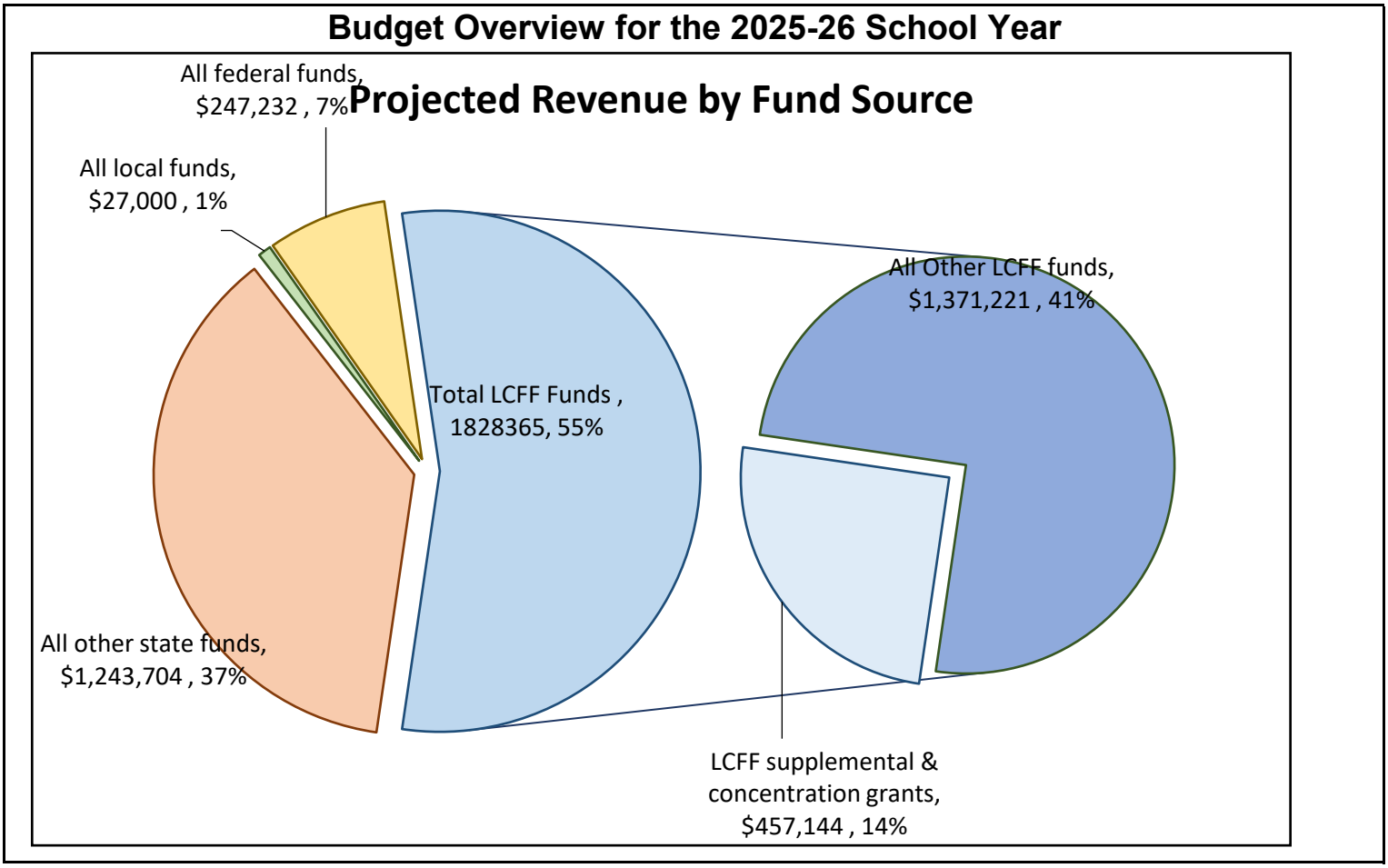
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Stockton

CDS Code: 39686760139907

School Year: 2025-26

LEA contact information: Juan Carlos Villasenor

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).

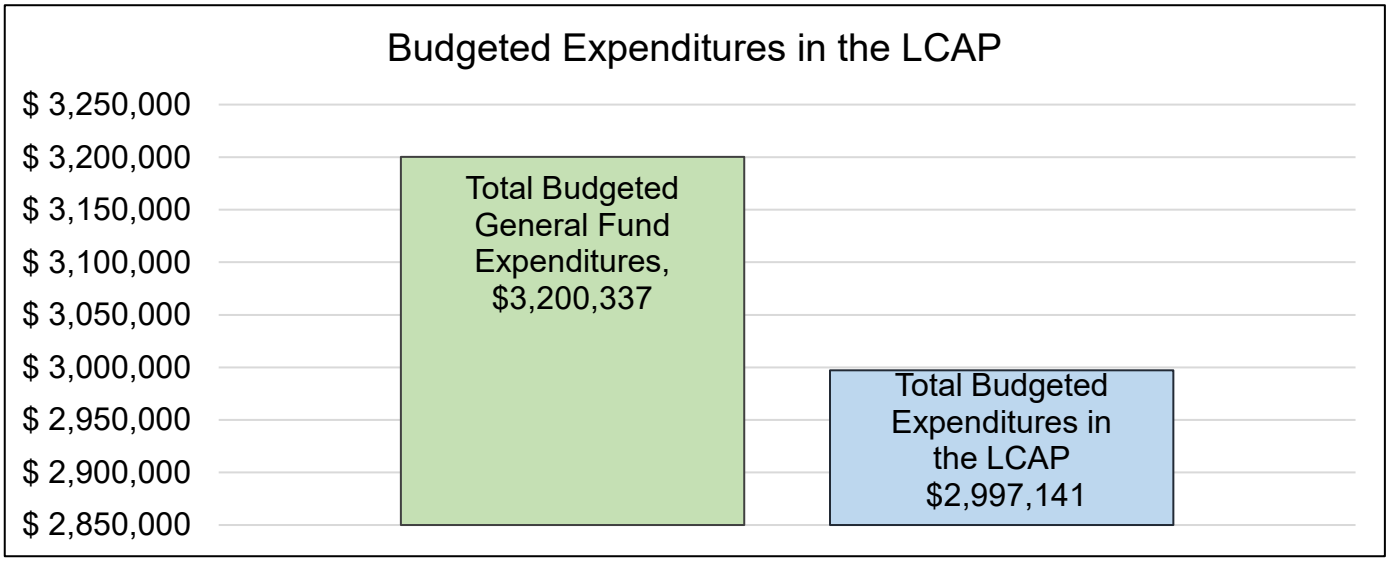


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Stockton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Stockton is $3,346,301.00, of which $1,828,365.00 is Local Control Funding Formula (LCFF), $1,243,704.00 is other state funds, $27,000.00 is local funds, and $247,232.00 is federal funds. Of the $1,828,365.00 in LCFF Funds, $457,144.00 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 2025-26. 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 $3,200,337.00 for the 2025-26 school year. Of that amount, $2,997,141.00 is tied to actions/services in the LCAP and $203,196.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

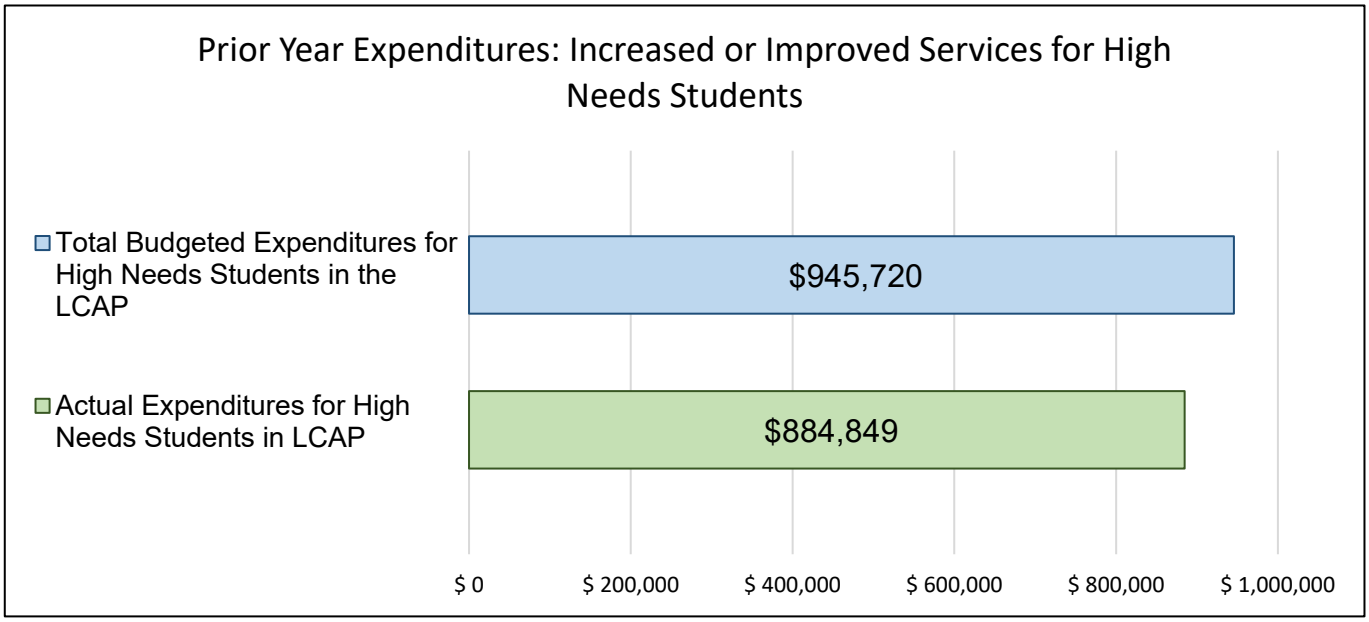
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Voices College-Bound Language Academy at Stockton is projecting it will receive $457,144.00 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 $1,097,060.00 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 2024-25



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 2024-25, Voices College-Bound Language Academy at Stockton's LCAP budgeted $945,720.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Stockton actually spent $884,849.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $60,871.00 had the following impact on Voices College-Bound Language Academy at Stockton's ability to increase or improve services for high needs students:

The difference in expenditures was less than 6.4% difference from the total budgeted expenditures. This was due to staff vacancies, but direct services to students was paramount.

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	Principal	408-571-6404

Plan Summary 2025-26

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 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 meeting students where they are at, differentiating to support their needs, and acknowledging the strengths they come in with. 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 which promote 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 2024 reports that in 2023-24, Voices served 118 students with diverse needs and backgrounds: 79.7% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 39% of students were English Learners (“ELs”); 1.0% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 8.5% of students with disabilities (“SWD”); 1.7% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2023-24 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (92.4%), African American/Black (4.2%), White (0.8%), Two or More Races (1.7%), and Asian (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, the Charter School addresses specific actions and services for ELs, SED/LI students, and FY to provide equal access to a high-quality program.

Voices College-Bound Language Academy at Stockton is not eligible to be an Equity Multiplier School.

The purpose of this Local Control Accountability Plan (“LCAP”) is to address the School Plan for Student Achievement (“SPSA”) for Voices 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 2024 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).

ELA Performance

Increase ELA performance overall and for significant subgroups. SBAC ELA results declined from Spring 2023 to Spring 2024. Overall DFS worsened from -78.4 to -88.4, and proficiency dropped slightly from 14.29% to 13.15%. Subgroup DFS were unavailable in 2023 but established in 2024, revealing significant gaps. In 2024, HISP students had a DFS of -92.3 with 11.11% proficiency, SED had a DFS of -89.9 with 11.32%, and ELs performed the lowest with a DFS of -117.1 and 0% meeting standards. These results indicate a need for immediate, targeted literacy interventions for EL and SED students to address foundational skill gaps.

Math Performance

Increase Math performance overall and for significant subgroups. SBAC Math performance declined from Spring 2023 to Spring 2024. Overall DFS fell from -52.2 to -60.7, and proficiency declined from 21.43% to 17.95%. While subgroup DFS data were unavailable in 2023, 2024 baselines show HISP at -60.6 DFS with 18.92% proficiency, SED at -61.8 DFS with 18.18%, and ELs at -86.4 DFS with 0% meeting standards. These data highlight the need for intensified math support and integrated language instruction for EL and SED students.

English Learner Progress Indicator

Increase ELPI for all ELs. ELPI data from 2022–23 and 2023–24 show moderate progress but remain below the state average, with no color rating in either year. In 2022–23, 37.5% of ELs were making progress. In 2023–24, 43.8% made progress, approaching the state average of 45.7%, per the 2024 CA School Dashboard. Continued improvement in designated and integrated ELD is needed to support EL growth.

Chronic Absenteeism Rate

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. Rates improved from 2022–23 to 2023–24 but remained high, earning a High rating on the 2024 CA School Dashboard. Overall rates declined from 50.5% to 38.8%. HISP improved from 49% to 40.6%, ELs from 51.4% to 39.3%, SED from 51.9% to 37.1%, and SWDs were reported at 35% in 2024. Despite progress, absenteeism remains a barrier, requiring ongoing attendance incentives, family outreach, and consistent implementation of the Attendance Policy, including

calls, meetings, contracts, letters, and home visits. Voices will continue using ADA data to prioritize supports for chronically absent students, particularly EL, SED, and HISP.

Suspension Rate

Maintain suspension rate at 1%. Suspension rates rose slightly from 2022–23 to 2023–24, earning a Medium rating on the 2024 CA School Dashboard. In 2022–23, rates were 0% across all groups. In 2023–24, overall rate was 0.8%, with HISP at 0.9%, SED at 1%, ELs at 0%, and SWDs remaining at 0%. While rates remain low, the increase signals the need to maintain strong PBIS, MTSS, SEL, restorative practices, behavior supports, and classroom management PD to prevent escalation, particularly for SED and HISP.

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 has been classified in the Middle Performance Category for Charter Schools across the State by the CDE.

ESSA Assistance Status
Voices has "No Status" for ESSA due to the overall student performance especially in the areas of ELA and Math performance levels.

LCFF Charter School Assistance Status
Voices is in General Assistance based on the 2023 and 2024 California Dashboards similarly to all schools.

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 and 2024 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 and 2024 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 and 2024 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. Additionally, staff surveys were used to inform the LCAP.
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP.
Students	Engaged in collecting feedback on the goals and actions with middle school students as part of their student council.
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).
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1).
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Student Council which acts as the Student Advisory Committee reserves the first meeting of the month to provide input on LCAP and other pertinent school policies or actions.
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).
Public Comment	6/5/25-6/20/25: 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	6/5/25 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/25 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 6/25/25 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 feedback provided by educational partners indicated a need to continue with the Goals, Metrics, and Actions. Specific focus on increasing ELA and Math Performance and English Learner Progress, and reducing Chronic Absenteeism Rate and Suspension Rate.

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. SBAC ELA results declined from Spring 2023 to Spring 2024. Overall DFS worsened from -78.4 to -88.4, and proficiency dropped slightly from 14.29% to 13.15%. Subgroup DFS were unavailable in 2023 but established in 2024, revealing significant gaps. In 2024, HISP students had a DFS of -92.3 with 11.11% proficiency, SED had a DFS of -89.9 with 11.32%, and ELs performed the lowest with a DFS of -117.1 and 0% meeting standards.

SBAC Math performance declined from Spring 2023 to Spring 2024. Overall DFS fell from -52.2 to -60.7, and proficiency declined from 21.43% to 17.95%. While subgroup DFS data were unavailable in 2023, 2024 baselines show HISP at -60.6 DFS with 18.92% proficiency, SED at -61.8 DFS with 18.18%, and ELs at -86.4 DFS with 0% meeting standards.

ELPI data from 2022–23 and 2023–24 show moderate progress but remain below the state average, with no color rating in either year. In 2022–23, 37.5% of ELs were making progress. In 2023–24, 43.8% made progress, approaching the state average of 45.7%, per the 2024 CA School Dashboard.

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	4.0 FTE 25.0% Clear 0.0% Out-of-Field 0.0% Intern 75% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2021-22 Data Source: DataQuest	2.3 FTE 0.0% Clear 0.0% Out-of-Field 0.0% Intern 100.0% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2022-23 Data Source: DataQuest		10.0% Clear 0.0% Out-of-Field 10% Intern 80% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2024-25 Data Source: DataQuest	FTE **Declined by 1.7** Clear **Declined 25.0%** Out-of-Field **Maintained 0%** Intern **Maintained 0%** Ineffective **Increased 25%** Incomplete **Maintained 0%** Unknown **Maintained 0.0%**
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: 2024-25 Data Source: Local Indicators		100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	Met Target
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 2023	Initial Implementation Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	On Track

1.4	SBAC ELA	2022-23 ELA Distance from Standard **No Color/Rating** 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	2023-24 ELA Distance from Standard **No Color/Rating** Overall: -88.4 HISP: -92.3 SED: -89.9 EL: -117.1 Percent Meets and Exceeds: Overall: 13.15% HISP: 11.11% SED: 11.32% EL: 0.00% Data Year: Spring 2024 Data Source: CAASPP		2025-26 ELA Distance from Standard Overall: -18.4 HISP: -52.3 SED: -49.9 EL: -77.0 Percent Meets or Exceeds: Overall: 29.29% HISP: 21.11% SED: 24.09% EL: 10.00% Data Year: Spring 2026 Data Source: CAASPP	Did Not Meet Annual Target of 20 points each year Distance from Standard Overall: **Declined 10 points** HISP: **Declined 31.4 points** SED: **Maintained -2.6 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 1.14%** SED: **Increased 2.23%**

1.5	SBAC Math	2022-23 Math Distance from Standard **No Color/Rating** 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	2023-24 Math Distance from Standard **No Color/Rating** Overall: -60.7 HISP: -60.6 SED: -61.8 EL: -86.4 Percent Meets or Exceeds: Overall: 17.95% HISP: 18.92% SED: 18.18% EL: 0.00% Data Year: Spring 2024 Data Source: CAASPP		2025-26 Math Distance from Standard Overall: 7.8 HISP: TBD SED: TBD EL: TBD Percent Meets or Exceeds: Overall: 36.43% HISP: 28.92% SED: 33.18% EL: 10.0% Data Year: Spring 2026 Data Source: CAASPP	Did Not Meet Annual Target of 20 points each year DFS: Overall: **Declined 8.6 points** SED: **Increased 3.1 points** Did Not Meet Annual Target of 5% each year Meets and Exceeds: Overall: **Declined 3.48%** SED: **Maintained 18.18%**
1.6	CAST Science	Baseline set in 2024-25 Data Year: Spring 2023 Data Source: CAASPP	Baseline set in 2025 Data Year: Spring 2024 Data Source: CAASPP		Overall: TBD HISP: TBD SED: TBD EL: TBD Data Year: Spring 2026 Data Source: CAASPP	Baseline set in 2025

1.7	ELA Local Assessment –MAP	25% of students met growth target 13% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 61.1% Proficient MAP in Fall 2024 45% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	Exceeded Annual Target **48.1% Increase on Reading MAP**
1.8	SLA Local Assessment – STAR Reading in Spanish	Not Administered Data Year: 2023-24 Data Source: Local Assessment Data	36% Proficient STAR SLA Data Year: 2024-25 Data Source: Local Assessment Data		SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	Unable to Determine
1.9	Math Local Assessment –MAP	No Data on Growth 13% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 63.4% Proficient MAP in Fall 2024 53% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data		-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	Exceeded Annual Target **50.4% Increase on Math MAP**

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: Dashboard 2023	ELPI has no performance color for 2023 ELPI is 43.8% Data Year: 2023-24 Data Source: Dashboard 2024 (State – 45.7%)		ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	Met Target **Increased 6.3%**
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2023-24 Data Source: Dataquest		EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

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.

Overall, the actions were implemented as planned. The Charter School was not fully staffed, and the action was partially implemented. The Core Curriculum was implemented, and purchases were made. Support for English Learners was implemented and provided growth. Support for Students with Disabilities was implemented, and services were compliant. Professional Development was partially implemented, but many of the topics still need to be addressed. Technology Infrastructure and Support was implemented, and support was provided through additional access points. Intervention and Supplemental Materials were implemented and supported the core program. Instructional Coach and Principal were partially implemented. Associate Teachers were implemented and could benefit from more professional development. Student Services Manager was not implemented due to size of the Charter School. After School Program and Summer School/Intersession was implemented and ensured additional support and access to students. Network Support Infrastructure was implemented and was successful in restructuring policies and procedures. Project-based Learning was implemented and showcased during presentations. The Leadership Team was implemented and led the efforts of the Charter School. Collaborative Learning Community was implemented and positive to learning together.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Intervention and Supplemental Materials due to IXL and cost of staffing for intervention; Associate Teachers due to the students' needs; Leadership Team due to the responsibility they had with the lack of a principal; and Peace Learning Circles due to cost of program.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Appropriately Staff School due to fewer teachers and staff; Support for English Learners due to services being provided in house; Support for Students with Disabilities due to fewer services required based on students' IEPs; Technology and Technological Infrastructure due to low enrollment and few purchases; Instructional Coach and Principal due to the lack of a position filled all year; and After School Program and Summer School due to the reduced anticipated staffing due to student enrollment.

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

Overall, the actions were effective as planned. The Charter School was not fully staffed, and the action was partially effective. The Core Curriculum was effective, and purchases were made. Support for English Learners was effective and provided growth. Support for Students with Disabilities was effective, and services were compliant. Professional Development was partially effective, but many of the topics still need to be addressed. Technology Infrastructure and Support was effective, and support was provided through additional access points. Intervention and Supplemental Materials were effective and supported the core program. Instructional Coach and Principal were partially effective. Associate Teachers were effective and could benefit from more professional development. Student Services Manager was not effective due to size of the Charter School. After School Program and Summer School/Intersession was effective and ensured additional support and access to students. Network Support Infrastructure was effective and was successful in restructuring policies and procedures. Project-based Learning was effective and showcased during presentations. The Leadership Team was effective and led the efforts of the Charter School. Collaborative Learning Community was effective and positive to learning together.

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

The goal, actions, and metrics will continue in 2025-26.

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.	[$777,578]	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation 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.	[$22,412]	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.	[$3,131]	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.	[$277,032]	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 • Academic Program • Voices School Culture Playbook	[$82,325]	Yes

		• 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 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.	[$35,491]	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, IXL, Renaissance STAR, Illuminate, 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 (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.	[$23,371]	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teaches 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.	[$154,181]	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.	[$406,539] Title I	Yes
1.10	After School Program and Summer School	Provide a robust after-school program and summer school for students to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program open to all students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/Literacy and Math through project based learning and field trips.	[$ 0.00]	Yes
1.11	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.	[$501,250]	No
1.12	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.	[$1,010]	No

1.13	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.	[$7,070]	No
1.14	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.	[$1,010]	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 89.56%. Chronic absenteeism rates improved from 2022–23 to 2023–24 but remained high, earning a High rating on the 2024 CA School Dashboard. Overall rates declined from 50.5% to 38.8%. HISP improved from 49% to 40.6%, ELs from 51.4% to 39.3%, SED from 51.9% to 37.1%, and SWDs were reported at 35% in 2024.

Suspension rates rose slightly from 2022–23 to 2023–24, earning a Medium rating on the 2024 CA School Dashboard. In 2022–23, rates were 0% across all groups. In 2023–24, overall rate was 0.8%, with HISP at 0.9%, SED at 1%, ELs at 0%, and SWDs remaining at 0%.

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 in "Good" repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT September 2024		All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Met Target
2.2	Attendance Rate	90.66% Data Year: 2023-24 Data Source: P-2 Report	89.56% Data Year: 2024-25 Data Source: P-2 Report		96% Data Year: 2026-27 Data Source: P-2 Report	Did Not Meet Annual Target **1.1% Declined**
2.3	Chronic Absenteeism Rate	**High** All: 50.5% HISP: 49% EL: 51.4% SED: 51.9% Data Year: 2022-23 Data Source: Dashboard 2023	**High** All: 38.8% HISP: 40.6% EL: 39.3% SED: 37.1% SWD: 35% Data Year: 2023-24 Data Source: Dashboard 2024		All: 20% HISP: 20% EL: 20% SED: 20% Data Year: 2025-26 Data Source: Dashboard 2026	Met Annual Target All: **Declined 11.6%** HISP: **Declined 9.7%** EL: **Declined 6.3%** SED :**Declined 14.8%** SWD: **Declined 6.7%**
2.4	Middle School Drop Out Rate	Baseline set in 2025-26 Data Year 2023-24 Data Source CALPADS 8.1c	Baseline set in 2025-26 Data Year 2023-24 Data Source CALPADS 8.1c		0% Data Year 2026-27 Data Source CALPADS 8.1c	Baseline set in 2025-26

2.5	Suspension Rate	**Very Low** All: 0% HISP: 0% EL: 0% SED: 0% Data Year: 2022-23 Data Source: Dashboard 2023	**Medium** All: 0.8% HISP: 0.9% EL: 0% SED: 1% SWD: 0% Data Year: 2023-24 Data Source: Dashboard 2024		All: <1% HISP: <1% EL: <1% SED: <1% Data Year: 2025-26 Data Source: Dashboard 2026	Met Target All –**Increased 0.8%** HISP - **Increased 0.9%** EL: **Maintained 0%** SED – **Increased 1%** SWD **Maintained 0%**
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: 2023-24 Data Source: DataQuest Expulsion Rate		0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	Met Target
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: 2024-25 Data Source: Local Data		100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	Met Target

2.8	Student Surveys on the sense of safety and school connectedness	Not Provided Data Year: 2023-24 Data Source: Local Data	Supportive Relationships 91% Grades 3-5 Positive Feelings about School 65% Grades 3-5 Student/Teacher Relationships 72% Grades 3-5 Sense of Belonging 69% Grades 3-5 School Safety 62% Grades 3-5 School Climate 64% Grades 3-5 Data Year: 2024-25 Data Source: Local Data-Panorama		80% Data Year: 2026-27 Data Source: Local Data	On Track Grades 3–5 showed strong Supportive Relationships (91%) and Student/Teacher Relationships (72%), with moderate outcomes in School Climate (64%) and Sense of Belonging (69%), indicating a generally positive but improvable school experience.

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.

Overall, the actions were implemented as planned. Field Trips were partially implemented. Student Health was implemented, and screenings took place. School Supplies were implemented and provided needed supplies to students. Safe, Clean Facilities were implemented. Positive School Climate and Culture was partially implemented. Attendance Support was partially implemented, and attendance has improved. Enrichment Activities and Advisory Curriculum were partially implemented. Middle School Culture was partially implemented due to the ages of students. Dean of Culture was implemented and supported the Charter School. School Counselor was not implemented due to the size of the Charter School. Peace Learning Communities was implemented and improved culture.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. There were no actions that were increased between the budgeted expenditures and estimated actual expenditures.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Field Trips due to reduced low enrollment and minimal trips; Safe, Clean Facilities due to only few updates to the property; Positive School Climate and Culture due to minimal incentives; Attendance Support due to teachers doing most of the work to improve attendance; Enrichment Activities and Advisory due to no middle school program; and School Counselor due to the position not being filled for the entire school year.

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

Overall, the actions were effective as planned. Field Trips were partially effective. Student Health was effective, and screenings took place. School Supplies were effective and provided needed supplies to students. Safe, Clean Facilities were effective. Positive School Climate and Culture was partially effective. Attendance Support was partially effective, and attendance has improved. Enrichment Activities and Advisory Curriculum were partially effective. Middle School Culture was partially effective due to the ages of students. Dean of Culture was effective and supported the Charter School. School Counselor was not effective due to the size of the Charter School. Peace Learning Communities was effective and improved culture.

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

The goal, actions, and metrics will continue in 2025-26.

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.	[$3,030]	Yes
2.2	Student Health	Ensure that universal precautions recommended by 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.	[$1,515]	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.	[$26,967]	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. Indoor and outdoor play spaces provide opportunities for exercise, skill development, and imaginative play, which are essential for healthy development and overall academic success.	[$65,169]	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 alternatives to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	[$6,565]	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.	[$1,919]	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.	[$42,200]	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.	[$1,515]	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.	[$101,163]	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.	[$56,402]	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.	[$3,030]	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 2023	Initial Implementation Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	On Track
3.2	English Learner Advisory Committee	3 Meetings a Year Data Year: 2023-24 Data Source: Local Data	3 Meetings per Year Data Year: 2024-25 Data Source: Local Data		4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target
3.3	Parent Survey	69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data	School Safety – 93% School Climate – 89% Data Year: 2024-25 Data Source: Local Data - Panorama		School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data	School Safety – Exceeded Target School Climate – Exceeded Target

3.4	Teacher/Staff Survey	Not Provided Data Year: 2023-24 Data Source: Local Data - Panorama	School Climate 78%-Staff 76%-Teachers Respectful Relationships 92%-Staff 83%-Teachers Positive Working Environment 67%-Staff 67%-Teachers Data Year: 2024-25 Data Source: Local Data - Panorama		School Climate 80%-Staff 80%-Teachers Respectful Relationships 80%-Staff 80%-Teachers Positive Working Environment 80%-Staff 80%-Teachers Data Year: 2026-27 Data Source: Local Data - Panorama	On Track Staff reported strong Respectful Relationships (92%) and moderate School Climate (78%), with lower ratings in Positive Working Environment (67%) suggesting room for improvement in daily work conditions. Teachers also noted strong Respectful Relationships (83%) and fair perceptions of School Climate (76%), though consistent ratings in Positive Working Environment (67%) indicate a shared need for improved support and morale.
3.5	Parent Education Workshops	4 Meetings per Year Data Year: 2023-24 Data Source: Local Data	5 Meetings per Year Data Year: 2024-25 Data Source: Local Data		6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Making Progress

3.6	Project/Portfolio Presentations	2 per year Data Year: 2023-24 Data Source: Local Data	3 Meetings per Year Data Year: 2024-25 Data Source: Local Data		2 per year Data Year: 2026-27 Data Source: Local Data	Exceeded Target

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.

Overall, the actions were implemented as planned. Parent and Community Engagement and Advisory were partially implemented, and efforts need to be made in this area. Parent Academy was implemented, and more topics will be added. Parent Communication was implemented and increased parent engagement. Comer Juntos was implemented and built rapport.

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.

10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures will be reviewed. The actions that were increased between the budgeted expenditures and estimated actual expenditures were: Parent Academy due to efforts to engage parents.

The actions that were decreased between the budgeted expenditures and estimated actual expenditures were: Parent and Community Engagement and Advisory due to minimal meetings and Parent Communication due to lower enrollment and costs.

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

Overall, the actions were effective as planned. Parent and Community Engagement and Advisory were partially effective, and efforts need to be made in this area. Parent Academy was effective, and more topics will be added. Parent Communication was effective and increased parent engagement. Comer Juntos was effective and built rapport.

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

The goal, actions, and metrics will continue in 2025-26.

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.	[$2,020]	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.	[$6,565]	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.	[$2,929]	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.	[$2,750]	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$457,144	$54,085

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
35%	0%	$0	35%

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	2024 CA Dashboard indicated that Voices students are underperforming in ELA and Math, overall and by significant subgroups. SBAC ELA results declined from Spring 2023 to Spring 2024. Overall DFS worsened from -78.4 to -88.4, and proficiency dropped slightly from 14.29% to 13.15%. Subgroup DFS were unavailable in 2023 but established in 2024, revealing significant gaps. In 2024, HISP students had a DFS of -92.3 with 11.11% proficiency, SED had a DFS of -89.9 with 11.32%, and ELs performed the lowest with a DFS of -117.1 and 0% meeting standards. SBAC Math performance declined from Spring 2023 to Spring 2024. Overall DFS fell from -52.2 to -60.7, and proficiency declined from 21.43% to 17.95%. While subgroup DFS data were unavailable in 2023, 2024 baselines show HISP at -60.6 DFS with 18.92% proficiency, SED at -61.8 DFS with 18.18%, and ELs at -86.4 DFS with 0% meeting standards.	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	2024 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 School Attendance Rate is 89.56%. Chronic absenteeism rates improved from 2022–23 to 2023–24 but remained high, earning a High rating on the 2024 CA School Dashboard. Overall rates declined from 50.5% to 38.8%. HISP improved from 49% to 40.6%, ELs from 51.4% to 39.3%, SED from 51.9% to 37.1%, and SWDs were reported at 35% in 2024. Suspension rates rose slightly from 2022–23 to 2023–24, earning a High rating on the 2024 CA School Dashboard. In 2022–23, rates were 0% across all groups. In 2023–24, overall rate was 0.8%, with HISP at 0.9%, SED at 1%, ELs at 0%, and SWDs remaining at 0%.	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 with 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	2024 CA Dashboard indicated that Voices students are underperforming in ELA and Math, overall and by significant subgroups. 2024 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	ELPI data from 2022–23 and 2023–24 show moderate progress but remain below the state average, with no color rating in either year. In 2022–23, 37.5% of ELs were making progress. In 2023–24, 43.8% made progress, approaching the state average of 45.7%, per the 2024 CA School Dashboard.	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.

Voices is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following actions: 1.3 – Support for English Learners; 1.7 – Interventions for struggling students; 1.9 – Associates Teachers; 1.11 After School Program and Summer School/Intersession; 2.9 – Dean of Culture; and 2.10 - School Counselor to support students' social emotional well-being schoolwide.

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

2025-26 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 %)
2025-26	$ 1,313,066	$ 457,144	35.000%	0.000%	35.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,259,139	$ 593,155	$ -	$ 144,847	$ 2,997,141.00	$ 2,394,016	$ 603,125

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	2025-26	$ 777,578	$ -	$ 777,578	$ -	$ -	$ -	$ 777,578	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 22,412	$ 22,412	$ -	$ -		$ 22,412	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2025-26		$ 3,131	$ 3,131	$ -		$ -	$ 3,131	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2025-26	$ 199,227	$ 77,805	$ 89,646	$ 158,821		$ 28,565	$ 277,032	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 82,325	$ -	$ 52,325	$ 27,150	$ -	$ 2,850	$ 82,325	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2025-26		$ 35,491	$ 35,491		$ -	$ -	$ 35,491	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 23,371	$ 23,371	$ -	$ -		$ 23,371	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2025-26	$ 154,181	$ -	$ 154,181		$ -	$ -	$ 154,181	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 406,539	$ -	$ 313,276		$ -	$ 93,263	$ 406,539	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 37,867	$ 343,135	$ 44,109	$ 336,893	$ -	$ -	$ 381,002	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2025-26	$ 501,250	$ -	$ 501,250		$ -	$ -	$ 501,250	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 3,030	$ 3,030	$ -		$ -	$ 3,030	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2025-26		$ 1,515	$ 1,515	$ -		$ -	$ 1,515	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 26,967	$ 26,967	$ -	$ -		$ 26,967	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2025-26	$ 65,169	$ -	$ -	$ 45,000	$ -	$ 20,169	$ 65,169	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 6,565	$ 6,565	$ -		$ -	$ 6,565	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2025-26		$ 1,919	$ 1,919	$ -		$ -	$ 1,919	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2025-26		$ 42,200	$ 42,200		$ -	$ -	$ 42,200	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2025-26		$ 1,515	$ 1,515	$ -		$ -	$ 1,515	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 101,163	$ -	$ 75,872	$ 25,291			$ 101,163	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26	$ 56,402	$ -	$ 56,402		$ -	$ -	$ 56,402	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2025-26		$ 2,020	$ 2,020	$ -		$ -	$ 2,020	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2025-26		$ 6,565	$ 6,565	$ -		$ -	$ 6,565	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2025-26	$ 2,215	$ 714	$ 2,929	$ -		$ -	$ 2,929	0.000%
1	13	Project-Based Learning	All	No	Schoolwide	N/A	Voices	2025-26		$ 1,010	$ 1,010	$ -		$ -	$ 1,010	0.000%
1	14	Leadership Team	All	No	Schoolwide	N/A	Voices	2025-26	$ 7,070	$ -	$ 7,070	$ -		$ -	$ 7,070	0.000%
1	15	Collaborative Learning Community	All	No	Schoolwide	N/A	Voices	2025-26		$ 1,010	$ 1,010	$ -		$ -	$ 1,010	0.000%
2	11	Peace Learning Circles (Previously Tribes Learning Communities)	All	No	Schoolwide	N/A	Voices	2025-26	$ 3,030	$ -	$ 3,030	$ -		$ -	$ 3,030	0.000%
3	4	Comer Juntos	All	No	Schoolwide	N/A	Voices	2025-26		$ 2,750	$ 2,750	$ -		$ -	$ 2,750	0.000%

2025-26 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
$ 1,313,066	$ 457,144	35.000%	0.000%	35.000%	$ 1,097,060	0.000%	83.549%	**Total:**	$ 1,097,060
								LEA-wide Total:	$ -
								Limited Total:	$ 3,131
								Schoolwide Total:	$ 1,093,929

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	$ 3,131	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 82,325	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 23,371	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 406,539	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	$ 381,002	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 3,030	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 26,967	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 6,565	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	$ 101,163	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 56,402	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 6,565	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 l	No	Schoolwide		Voices	$ -	0.000%
3	4	Comer Juntos	No	Schoolwide		Voices	$ -	0.000%

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,815,305.00	$ 2,039,407.00

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	Appropriately Staff School	No	$ 642,213	$ 473,268
1	2	Implementation of Core Curriculum	No	$ 49,640	$ 49,640
1	3	Support for English Learners	Yes	$ 21,444	$ 3,100
1	4	Support for Students with Disabilities	No	$ 234,999	$ 174,561
1	5	Professional Development	Yes	$ 65,640	$ 67,840
1	6	Technology Infrastructure and Support	No	$ 43,800	$ 32,500
1	7	Intervention and Supplemental Materials	Yes	$ 13,500	$ 23,140
1	8	Instructional Coach and Principal	No	$ 148,121	$ 74,377
1	9	Associate Teachers	Yes	$ 247,014	$ 342,040
1	10	Student Services Manager	Yes	$ -	$ -
1	11	After School Program and Summer School	Yes	$ 345,516	$ 264,549
1	12	Network Support Infrastructure	No	$ 230,417	$ 232,351
2	1	Field Trips	Yes	$ 5,000	$ 3,000
2	2	Student Health	No	$ 1,500	$ 1,500
2	3	School Supplies	Yes	$ 29,000	$ 31,000
2	4	Safe, Clean Facilities	No	$ 457,495	$ 70,021
2	5	Positive School Climate and Culture	Yes	$ 5,000	$ 3,500
2	6	Attendance Support	No	$ 5,000	$ 1,900
2	7	Enrichment Activities and Advisory Curriculum	No	$ 28,000	$ 17,000
2	8	Middle School Culture	No	$ 3,000	$ 3,500
2	9	Dean of Culture	Yes	$ 100,000	$ 97,355
2	10	School Counselor	Yes	$ 108,606	$ 36,325
3	1	Parent and Community Engagement and Advisory	No	$ 5,000	$ 2,000

3	2	Parent Academy	Yes	$ 5,000	$ 13,000
3	3	Parent Communication	No	$ 11,900	$ 4,900
1	13	Project-Based Learning	No	$ 1,000	$ 1,040
1	14	Leadership Team	No	$ 1,000	$ 7,000
1	15	Collaborative Learning Community	No	$ 1,000	$ 1,000
2	11	Peace Learning Circles (Previously Tribes Learning Communities)	No	$ 3,000	$ 5,000
3	4	Comer Juntos	No	$ 2,500	$ 3,000

2024-25 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	$ 945,720	$ 884,849	$ 60,871	0.000%	0.000%	0.000% - 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	Appropriately Staff School	No	$ -	$ -	0.000%	0.000%
1	2	Implementation of Core Curriculum	No	$ -	$ -	0.000%	0.000%
1	3	Support for English Learners	Yes	$ 21,444	$ 3,100	0.000%	0.000%
1	4	Support for Students with Disabilities	No	$ -	$ -	0.000%	0.000%
1	5	Professional Development	Yes	$ 65,640	$ 67,840	0.000%	0.000%
1	6	Technology Infrastructure and Support	No	$ -	$ -	0.000%	0.000%
1	7	Intervention and Supplemental Materials	Yes	$ 13,500	$ 23,140	0.000%	0.000%
1	8	Instructional Coach and Principal	No	$ -	$ -	0.000%	0.000%
1	9	Associate Teachers	Yes	$ 247,014	$ 342,040	0.000%	0.000%
1	10	Student Services Manager	Yes	$ -	$ -	0.000%	
1	11	After School Program and Summer School	Yes	$ 345,516	$ 264,549	0.000%	0.000%
1	12	Network Support Infrastructure	No	$ -	$ -	0.000%	0.000%
2	1	Field Trips	Yes	$ 5,000	$ 3,000	0.000%	0.000%
2	2	Student Health	No	$ -	$ -	0.000%	0.000%
2	3	School Supplies	Yes	$ 29,000	$ 31,000	0.000%	0.000%
2	4	Safe, Clean Facilities	No	$ -	$ -	0.000%	0.000%
2	5	Positive School Climate and Culture	Yes	$ 5,000	$ 3,500	0.000%	0.000%
2	6	Attendance Support	No	$ -	$ -	0.000%	0.000%
2	7	Enrichment Activities and Advisory Curriculum	No	$ -	$ -	0.000%	0.000%
2	8	Middle School Culture	No	$ -	$ -	0.000%	0.000%
2	9	Dean of Culture	Yes	$ 100,000	$ 97,355	0.000%	0.000%
2	10	School Counselor	Yes	$ 108,606	$ 36,325	0.000%	0.000%
3	1	Parent and Community Engagement and Advisory	No	$ -	$ -	0.000%	0.000%
3	2	Parent Academy	Yes	$ 5,000	$ 13,000	0.000%	0.000%
3	3	Parent Communication	No	$ -	$ -	0.000%	0.000%
1	13	Project-Based Learning	No	$ -	$ -	0.000%	0.000%
1	14	Leadership Team	No	$ -	$ -	0.000%	0.000%
1	15	Collaborative Learning Community	No	$ -	$ -	0.000%	0.000%
2	11	Peace Learning Circles (Previously Tribes Learning Communities)	No	$ -	$ -	0.000%	0.000%
3	4	Comer Juntos	No	$ -	$ -	0.000%	0.000%

2024-25 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	0.000%	33.406%	$ 884,849	0.000%	79.134%	$0.00 - No Carryover	0.00% - No Carryover

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

2025-26 Budget – Review, discussion, and approval of budget for the 25-26 school year (each school separately)

Section: IV. Finance/Budget
Item: A. 2025-26 Budget – Review, discussion, and approval of budget for the 25-26 school year (each school separately)
Purpose: Vote
Submitted by:
Related Material: Voices - FY25 June Board Presentation - 06.24.25.pdf

Voices College Bound Language Academy Financial Update

NICK MAWAD, SAMANTHA CHO, & SIMON WOLDAI

JUNE 24, 2025



edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

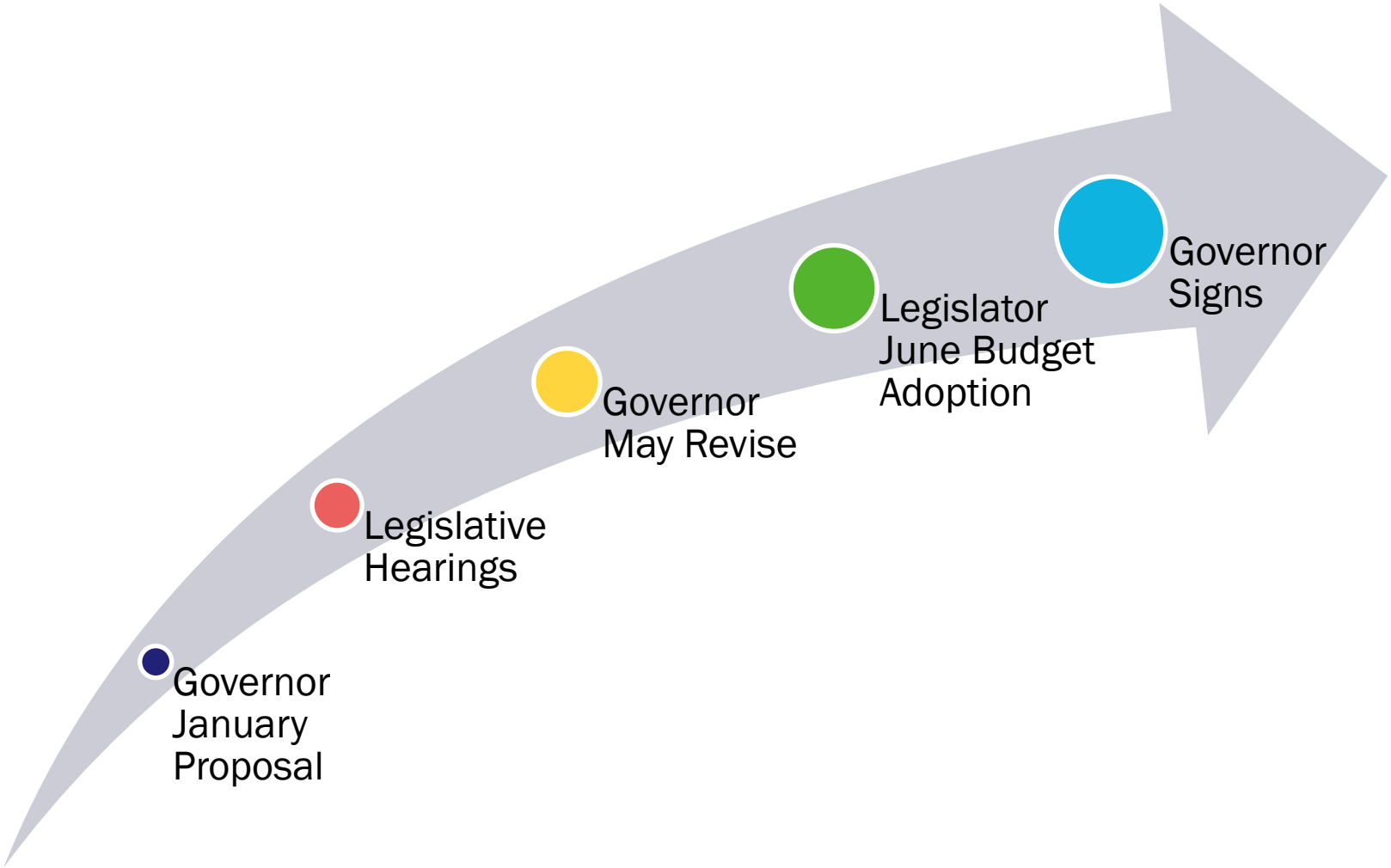
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2025–26 Budget

State Budget Process

Iterative process with many changes to Governor's Proposal



FY26 State Budget: May Revise

COLA

- 2.3% COLA, down from 2.43%

New Funding

- Student Support & PD Discretionary Block Grant
- $305/PY ADA, down from $325
- Four years to spend

ELOP

- Threshold for higher rate ($2,750) now 55% UPP, change from 75%
- Min grant award now $100K, up from $50K

TK

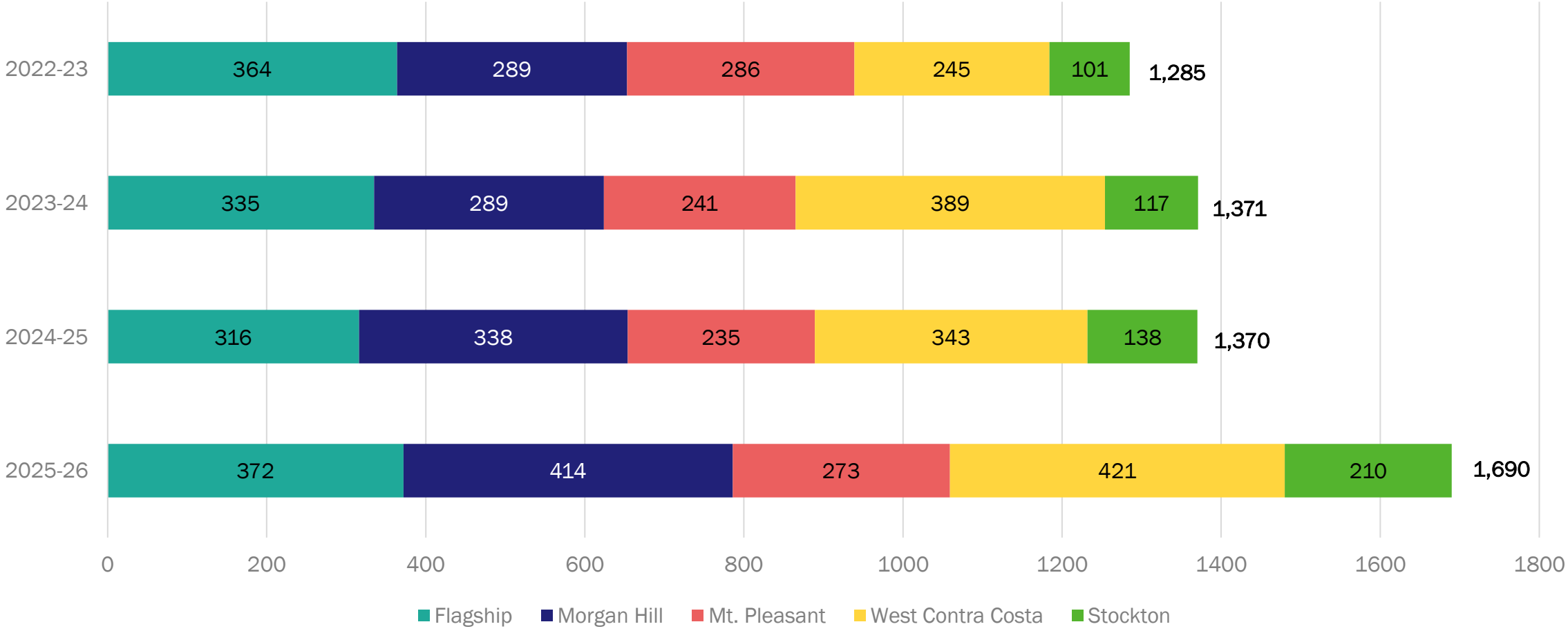
- Reduce ratio from 12:1 to 10:1
- Higher add-on funding rate, from ~ $3K to $5.5K

Deferral

- June to July 2026
- $1.8B, about one third of monthly apportionment

Enrollment Trends FY23–26

Strong enrollment trends in FY26 – Morgan Hill and Stockton continue their steady growth, new facility supports WCC growth, Flagship and Mt. Pleasant on track to reverse course



Voices 2025–26 Budget Summary

Network deficit of $389k; all sites between -$98k and $114k Net Income; EFB = 46% of Expense

		Team Z	Flagship	Morgan Hill	Mt. Pleasant	WCC	Stockton	VCBLA Nido	Total
Revenue	LCFF Entitlement	-	5,306,352	5,119,217	3,850,173	5,702,909	3,120,053	-	23,098,705
	Federal Revenue	-	334,774	360,489	303,196	321,742	212,092	-	1,532,293
	Other State Revenues	-	1,766,296	2,135,845	1,600,511	2,328,422	1,220,808	-	9,051,882
	Local Revenues	3,945,117	-	-	-	113,670	4,000	1,055,316	5,118,103
	Fundraising and Grants	400,000	35,000	28,000	345,000	40,000	23,000	-	871,000
	Total Revenue	**4,345,117**	**7,442,423**	**7,643,551**	**6,098,880**	**8,506,744**	**4,579,953**	**1,055,316**	**39,671,983**
Expenses	Comp and Benefits	3,453,998	4,452,542	3,794,929	2,821,071	4,551,540	2,337,980	-	21,412,061
	Books and Supplies	60,154	446,817	636,624	519,834	650,105	348,855	500	2,662,888
	Services and Other Ops	1,744,407	2,395,175	3,272,277	2,697,546	3,248,774	1,777,965	8,515	15,144,658
	Depreciation	-	181,683	25,628	4,011	12,553	255	425,373	649,503
	Other Outflows	-	63,898	-	-	-	185	127,936	192,019
	Total Expenses	**5,258,559**	**7,540,115**	**7,729,458**	**6,042,462**	**8,462,972**	**4,465,240**	**562,324**	**40,061,129**
	Net Income	**(913,443)**	**(97,692)**	**(85,906)**	**56,417**	**43,772**	**114,714**	**492,992**	**(389,146)**
	Beginning Balance (Unaudited)	6,213,947	3,234,118	3,172,162	245,479	2,155,930	440,575	3,397,088	18,859,300
	Net Income	(913,443)	(97,692)	(85,906)	56,417	43,772	114,714	492,992	(389,146)
Ending Fund Balance (incl. Depreciation)		**5,300,504**	**3,136,426**	**3,086,256**	**301,897**	**2,199,702**	**555,289**	**3,890,081**	**18,470,154**
Ending Fund Balance as % of Expenses		**100.80%**	**41.60%**	**39.93%**	**5.00%**	**25.99%**	**12.44%**	**691.79%**	**46.10%**

Flagship: Multi-year Projection

Strong enrollment in lower grades supports financial position of outer-years

		2024-25	2025-26	2026-27	2027-28
		Current Forecast	Final Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	3,950,660	5,306,352	5,893,006	6,201,641
	Federal Revenue	343,372	334,774	367,098	385,413
	Other State Revenues	1,792,270	1,766,296	1,980,881	1,912,080
	Local Revenues	-	-	-	-
	Fundraising and Grants	35,000	35,000	35,000	35,000
	Total Revenue	**6,121,301**	**7,442,423**	**8,275,986**	**8,534,134**
Expenses	Compensation and Benefits	4,088,739	4,452,542	4,575,952	4,882,212
	Books and Supplies	677,190	446,817	451,285	455,798
	Services and Other Operating Expenditures	1,869,152	2,395,175	2,678,247	2,733,799
	Depreciation	182,023	181,683	181,343	181,343
	Other Outflows & Amortization	63,265	63,898	64,537	65,182
	Total Expenses	**6,880,370**	**7,540,115**	**7,951,364**	**8,318,334**
	Net Income	**(759,068)**	**(97,692)**	**324,622**	**215,800**
	Beginning Balance (Audited)	3,993,187	3,234,118	3,136,426	3,461,048
	Net Income	(759,068)	(97,692)	324,622	215,800
Ending Fund Balance (incl. Depreciation)		**3,234,118**	**3,136,426**	**3,461,048**	**3,676,848**
Ending Fund Balance as % of Expenses		**47.0%**	**41.6%**	**43.5%**	**44.2%**

Morgan Hill: Multi-year Projection

Outer-year enrollment & staffing model remains relatively consistent

		2024-25	2025-26	2026-27	2027-28
		Current Forecast	Final Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	3,971,050	5,119,217	5,233,365	5,655,463
	Federal Revenue	353,539	360,489	373,936	374,949
	Other State Revenues	2,182,731	2,135,845	2,320,383	2,247,657
	Local Revenues	-	-	-	-
	Fundraising and Grants	28,000	28,000	28,000	28,000
	Total Revenue	**6,535,321**	**7,643,551**	**7,955,684**	**8,306,069**
Expenses	Compensation and Benefits	3,139,664	3,794,929	4,040,394	4,199,148
	Books and Supplies	632,138	636,624	614,510	620,655
	Services and Other Operating Expenditures	2,837,539	3,272,277	3,351,804	3,437,910
	Depreciation	24,525	25,628	25,101	22,443
	Other Outflows & Amortization	-	-	-	-
	Total Expenses	**6,633,866**	**7,729,458**	**8,031,809**	**8,280,156**
	Net Income	**(98,545)**	**(85,906)**	**(76,125)**	**25,913**
	Beginning Balance (Audited)	3,270,707	3,172,162	3,086,256	3,010,131
	Net Income	(98,545)	(85,906)	(76,125)	25,913
Ending Fund Balance (incl. Depreciation)		**3,172,162**	**3,086,256**	**3,010,131**	**3,036,044**
Ending Fund Balance as % of Expenses		**47.8%**	**39.9%**	**37.5%**	**36.7%**

Mt. Pleasant: Multi-year Projection

Reduced support from Home Office in FY28 – slight increase in Fund Balance projected

		2024-25	2025-26	2026-27	2027-28
		Current Forecast	Final Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	2,979,561	3,850,173	4,331,623	4,819,627
	Federal Revenue	306,677	303,196	310,566	315,772
	Other State Revenues	1,669,907	1,600,511	1,717,352	1,791,024
	Local Revenues	-	-	-	-
	Fundraising and Grants	545,000	345,000	445,000	45,000
	Total Revenue	**5,501,146**	**6,098,880**	**6,804,542**	**6,971,423**
Expenses	Compensation and Benefits	2,483,200	2,821,071	3,227,471	3,484,589
	Books and Supplies	552,236	519,834	525,033	530,283
	Services and Other Operating Expenditures	2,806,707	2,697,546	2,892,435	2,983,227
	Depreciation	4,606	4,011	3,714	3,714
	Other Outflows & Amortization	-	-	-	-
	Total Expenses	**5,846,749**	**6,042,462**	**6,648,652**	**7,001,813**
	Net Income	**(345,603)**	**56,417**	**155,890**	**(30,390)**
	Beginning Balance (Audited)	591,083	245,479	301,897	457,786
	Net Income	(345,603)	56,417	155,890	(30,390)
Ending Fund Balance (incl. Depreciation)		**245,479**	**301,897**	**457,786**	**427,396**
Ending Fund Balance as % of Expenses		**4.2%**	**5.0%**	**6.9%**	**6.1%**

West Contra Costa: Multi-year Projection

Moderate growth projected; 2nd facility costs included in FY26 and beyond

		2024-25	2025-26	2026-27	2027-28
		Current Forecast	Final Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	4,298,164	5,702,909	6,382,049	6,783,359
	Federal Revenue	311,934	321,742	335,300	342,802
	Other State Revenues	2,150,429	2,328,422	2,446,428	2,405,777
	Local Revenues	92,340	113,670	124,200	-
	Fundraising and Grants	40,000	40,000	40,000	40,000
	Total Revenue	**6,892,867**	**8,506,744**	**9,327,977**	**9,571,938**
Expenses	Compensation and Benefits	3,267,130	4,551,540	4,853,695	5,172,618
	Books and Supplies	614,985	650,105	656,607	663,173
	Services and Other Operating Expenditures	3,135,815	3,248,774	3,566,523	3,642,549
	Depreciation	12,553	12,553	12,553	12,553
	Other Outflows & Amortization	-	-	-	-
	Total Expenses	**7,030,483**	**8,462,972**	**9,089,377**	**9,490,893**
	Net Income	**(137,616)**	**43,772**	**238,601**	**81,045**
	Beginning Balance (Audited)	2,293,546	2,155,930	2,199,702	2,438,302
	Net Income	(137,616)	43,772	238,601	81,045
Ending Fund Balance (incl. Depreciation)		**2,155,930**	**2,199,702**	**2,438,302**	**2,519,347**
Ending Fund Balance as % of Expenses		**30.7%**	**26.0%**	**26.8%**	**26.5%**

Stockton: Multi-year Projection

School continues to grow and benefit from economies of scale

		2024-25	2025-26	2026-27	2027-28
		Current Forecast	Final Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	1,828,365	3,120,053	3,909,147	4,760,358
	Federal Revenue	247,232	212,092	249,902	284,497
	Other State Revenues	1,243,704	1,220,808	1,507,014	1,600,231
	Local Revenues	4,000	4,000	4,000	4,000
	Fundraising and Grants	23,000	23,000	23,000	23,000
	Total Revenue	**3,346,300**	**4,579,953**	**5,693,063**	**6,672,087**
Expenses	Compensation and Benefits	1,535,743	2,337,980	3,053,386	3,509,749
	Books and Supplies	315,377	348,855	397,032	446,137
	Services and Other Operating Expenditures	1,378,636	1,777,965	2,044,145	2,289,426
	Depreciation	3,062	255	-	-
	Other Outflows & Amortization	423	185	-	-
	Total Expenses	**3,233,241**	**4,465,240**	**5,494,562**	**6,245,312**
	Net Income	**113,060**	**114,714**	**198,501**	**426,775**
	Beginning Balance (Audited)	327,515	440,575	555,289	753,789
	Net Income	113,060	114,714	198,501	426,775
Ending Fund Balance (incl. Depreciation)		**440,575**	**555,289**	**753,789**	**1,180,564**
Ending Fund Balance as % of Expenses		**13.6%**	**12.4%**	**13.7%**	**18.9%**

Thank you!

Questions?

Email us: Nmawad@edtec.com
Scho@edtec.com
Swoldai@edtec.com

Coversheet

Approval of 2025-26 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 2025-26 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: Voices Morgan Hill - FY26 ConApp.pdf
Voices Mt. Pleasant - FY26 ConApp.pdf
Voices Stockton - FY26 ConApp.pdf
Voices Flagship - FY26 ConApp.pdf
Voices West Contra Costa - FY26 ConApp.pdf

California Department of Education **Consolidated Application**

Voices College-Bound Language Academy at Morgan Hill (43 10439 0131748)

Status: None
Date: None

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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: 6/23/2025 12:17 PM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer
Authorized Representative's Signature Date	06/23/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy at Morgan Hill (43 10439 0131748)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 12:17 PM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer

Warning
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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy at Morgan Hill (43 10439 0131748)

Status: Draft
Saved by: Dena Koren
Date: 6/5/2025 10:44 AM

2025–26 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 Morgan Hill (43 10439 0131748)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 12:19 PM

2025–26 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$125.64
Estimated English learner student count	188
Estimated English learner student program allocation	$23,620

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at https://www.cde.ca.gov/sp/ml/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$23,620
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$23,620

Warning
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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy at Morgan Hill (43 10439 0131748)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 12:19 PM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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 Mt. Pleasant (43 10439 0132530)

Status: None
Date: None

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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: 6/23/2025 12:51 PM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer
Authorized Representative's Signature Date	06/23/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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: 6/23/2025 12:52 PM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer

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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: 6/5/2025 10:44 AM

2025–26 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: 6/23/2025 1:01 PM

2025–26 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$125.64
Estimated English learner student count	148
Estimated English learner student program allocation	$18,595

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at https://www.cde.ca.gov/sp/ml/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$18,595
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$18,595

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: 6/23/2025 1:01 PM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Voices College Bound Language Academy at Stockton (39 68676 0139907)

Status: None
Date: None

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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 Stockton (39 68676 0139907)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 10:49 AM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer
Authorized Representative's Signature Date	06/23/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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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: 6/23/2025 10:50 AM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer

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 Stockton (39 68676 0139907)

Status: Draft
Saved by: Dena Koren
Date: 6/5/2025 10:41 AM

2025–26 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 Stockton (39 68676 0139907)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 11:19 AM

2025–26 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$125.64
Estimated English learner student count	57
Estimated English learner student program allocation	$7,161

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at https://www.cde.ca.gov/sp/ml/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$7,161
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$7,161

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 Stockton (39 68676 0139907)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 11:20 AM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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 (43 69450 0113662)

Status: None
Date: None

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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.

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer
Authorized Representative's Signature Date	06/23/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy (43 69450 0113662)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 12:04 PM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer

Warning
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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy (43 69450 0113662)

Status: Draft
Saved by: Dena Koren
Date: 6/5/2025 10:43 AM

2025–26 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 (43 69450 0113662)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 12:09 PM

2025–26 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$125.64
Estimated English learner student count	142
Estimated English learner student program allocation	$17,841

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at https://www.cde.ca.gov/sp/ml/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$17,841
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$17,841

Warning
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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy (43 69450 0113662)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 12:09 PM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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: None
Date: None

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

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: 6/23/2025 1:11 PM

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer
Authorized Representative's Signature Date	06/23/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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: 6/23/2025 1:11 PM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/24/2025
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	Chief Executive Officer

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: 6/5/2025 10:45 AM

2025–26 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 West Contra Costa County (07 61796 0136903)

Status: Draft
Saved by: Dena Koren
Date: 6/23/2025 1:11 PM

2025–26 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$125.64
Estimated English learner student count	193
Estimated English learner student program allocation	$24,249

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at https://www.cde.ca.gov/sp/ml/elconsortium.asp.

Budget

Professional development activities	$0
Program and other authorized activities	$24,249
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$0
Total budget	$24,249

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: 6/23/2025 1:12 PM

2025–26 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning
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Coversheet

Approval of 2025-26 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 2025-26 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 Mt. Pleasant - FY26 EPA Spending Plan Resolution.pdf
Voices Morgan Hill - FY26 EPA Spending Plan Resolution.pdf
Voices Stockton - FY26 EPA Spending Plan Resolution.pdf
Voices Flagship - FY26 EPA Spending Plan Resolution.pdf
Voices West Contra Costa - FY26 EPA Spending Plan Resolution.pdf
Voices Morgan Hill - FY26 EPA Spending Plan.pdf
Voices Flagship - FY26 EPA Spending Plan.pdf
Voices Mt. Pleasant - FY26 EPA Spending Plan.pdf
Voices Stockton - FY26 EPA Spending Plan.pdf
Voices West Contra Costa - FY26 EPA Spending Plan.pdf

Voices College Bound Language Academy at 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 Voices College Bound Language Academy at 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 Language Academy at Mt. Pleasant;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Language Academy at Mt. Pleasant has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2025

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Board Member

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Board Member

Voices College Bound Language Academy at 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 Voices College Bound Language Academy at 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 Language Academy at Morgan Hill;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Language Academy at Morgan Hill has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2025

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Board Member

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Board Member

Voices College Bound Language Academy at 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 Voices College Bound Language Academy at 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 Language Academy at Stockton;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Language Academy at Stockton has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2025

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Board Member

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Voices College Bound Language 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 Voices College Bound Language 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 Language Academy;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Language Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2025

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Board Member

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Voices College Bound Language Academy at 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 Voices College Bound Language Academy at 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 Language Academy at West Contra Costa;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College Bound Language Academy at West Contra Costa has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2025

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Board Member

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Voices College Bound Language Academy at Morgan Hill Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2025 - June 30, 2026
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Language Academy at Morgan Hill
Amount Available for this Fiscal Year		
Education Protection Account	8012	$77,832
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$77,832
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		**$77,832**

*Estimated EPA Spending based on CDE's Estimated 2025-26 EPA Entitlement
Actual amount and expenses may be different than states. Per Proposition 30, EPA funds may not be used for salaries or benefits of administarators or any other administrative costs.

Voices College Bound Language Academy Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2025 - June 30, 2026
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Language Academy
Amount Available for this Fiscal Year		
Education Protection Account	8012	$670,267
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$670,267
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		**$670,267**

*Estimated EPA Spending based on CDE's Estimated 2025-26 EPA Entitlement
Actual amount and expenses may be different than states. Per Proposition 30, EPA funds may not be used for salaries or benefits of administarators or any other administrative costs.

Voices College Bound Language Academy at Mt. Pleasant Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2025 - June 30, 2026
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Language Academy at 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 CDE's Estimated 2025-26 EPA Entitlement
Actual amount and expenses may be different than states. Per Proposition 30, EPA funds may not be used for salaries or benefits of administarators or any other administrative costs.

Voices College Bound Laguage Academy at Stockton Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2025 - June 30, 2026
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Language Academy at Stockton
Amount Available for this Fiscal Year		
Education Protection Account	8012	$39,060
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$39,060
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		**$39,060**

*Estimated EPA Spending based on CDE's Estimated 2025-26 EPA Entitlement
Actual amount and expenses may be different than states. Per Proposition 30, EPA funds may not be used for salaries or benefits of administarators or any other administrative costs.

Voices College Bound Language Academy at West Contra Costa Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2025 - June 30, 2026
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Voices College Bound Language Academy at West Contra Costa
Amount Available for this Fiscal Year		
Education Protection Account	8012	$78,306
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$78,306
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		**$78,306**

*Estimated EPA Spending based on CDE's Estimated 2025-26 EPA Entitlement
Actual amount and expenses may be different than states. Per Proposition 30, EPA funds may not be used for salaries or benefits of administarators or any other administrative costs.

Coversheet

Approval of FY25 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 FY25 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 Flagship - FY25 Proposition 28 Annual Report.pdf
Voices Morgan Hill - FY25 Proposition 28 Annual Report.pdf
Voices West Contra Costa - FY25 Proposition 28 Annual Report.pdf
Voices Mt. Pleasant - FY25 Proposition 28 Annual Report.pdf
Voices Stockton - FY25 Proposition 28 Annual Report.pdf

Annual Report

LEA	Voices College Bound Language Academy
Fiscal Year	2024-25
Total Allocation	$53,734
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

Voices uses Prop 28 funds to institute systematic arts instruction during the school's enrichment block. This is done by a combination of hiring contractors 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:	0.75
Number of students served:	316
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	2024-25
Total Allocation	$46,232
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

Voices Morgan Hill uses Prop 28 funds to institute systematic arts instruction during the school's enrichment block. This is done by a combination of hiring contractors 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:	0.75
Number of students served:	338
Number of school sites providing arts education:	1

Link to Reporting Portal

Annual Report

LEA	Voices College Bound Language Academy at West Contra Costa
Fiscal Year	2024-25
Total Allocation	$48,184
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

Voices West Contra Costa uses Prop 28 funds to institute systematic arts instruction during the school's enrichment block. This is done by a combination of hiring contractors 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:	0.75
Number of students served:	343
Number of school sites providing arts education:	1

Link to Reporting Portal

Annual Report

LEA	Voices College Bound Language Academy at Mt. Pleasant
Fiscal Year	2024-25
Total Allocation	$38,615
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

Voices Mt. Pleasant uses Prop 28 funds to institute systematic arts instruction during the school's enrichment block. This is done by a combination of hiring contractors 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:	0.75
Number of students served:	235
Number of school sites providing arts education:	1

Link to Reporting Portal

Annual Report

LEA	Voices College Bound Language Academy at Stockton
Fiscal Year	2024-25
Total Allocation	$19,503
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

Voices Stockton uses Prop 28 funds to institute systematic arts instruction during the school's enrichment block. This is done by a combination of hiring contractors 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:	0.5
Number of students served:	138
Number of school sites providing arts education:	1

Link to Reporting Portal

Coversheet

Voices Compensation Philosophy and Process

Section:	V. Board Business
Item:	B. Voices Compensation Philosophy and Process
Purpose:	FYI
Submitted by:	
Related Material:	Compensation Presentation 6 24 25.pdf

Voices
College-Bound Language Academies

Voices Compensation Strategy

Aligning Pay, Performance & Budget



Board Presentation
6/24/2025

Aldo A. Ramirez
CEO
Voices College-Bound Language Academies

Compensation Philosophy Shift

Key Changes for 2025-26

To increase employee compensation predictability and to create a more effective feedback structure we have:

- **Decoupled** base compensation from performance ratings
- **Tethered** performance to bonus structure

Budgeted Adjustments

Compensation Overview

- **3% raise for next year across the board (budgeted)**

Eligibility: All permanent staff not on improvement plans

Timing: Communicated via offer letters

Future Flexibility

September Adjustments

- Finalize adjustments using **actual enrollment data**
- Make **budget-permitted adjustments** based on:
  - Comparable market data
  - Fiscal capacity

Coversheet

Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School

Section: V. Board Business
Item: C. Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School
Purpose: Vote
Submitted by:
Related Material:
2025_Summary_of_Compensation_and_Survey_Data_for_CEO_Officers_Site_Administrators 6 2025.pdf

Voices
College-Bound Language Academies

Summary of Compensation Survey Data for CEO/Chiefs/Principals

EdTec Report

March 2025

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 charter schools with data from 2023 and 2024.

CEO

- The average compensation package is approximately $357,891.
- The range of base salary is $280,318 to $327,047.

Chief Salaries (Most common positions)

- Academic Officer - $174,622
- Finance/Operations - $164,125
- The range of base salary is $132,451 to $216,300

Principals

- Salary - $136,102
- The range of base salary is $85,747 to $185,006

Factors

Salaries can range based on many factors such as

- experience,
- tenure,
- student population,
- staff size, and
- location of charter school, etc.

CEO

Salaries attained through publicly available data from prior years. Conservatively we have added 5% for each year to reach updated figures for the 2025-2026 school year.

- The average compensation package with inflation is approximately $409,169.91.
- The average base salary is $348,167.23

25-26 School Year

Making Waves Academy (Contra Costa)	2025-26 Projection	Notes
CEO		
Total Comp	**$ 383,450.55**	
Base Salary	$ 352,102.06	
Other Comp/Benefits	$ 31,348.49	
Saratoga Union Elementary (Santa Clara County)		
Superintendent		
Total Comp	**$ 411,498.64**	
Base Salary	$ 324,503.12	
Other Comp/Benefits	$ 86,995.52	
Morgan Hill Unified (Santa Clara County)		
Superintendent		
Total Comp	**$ 414,462.85**	
Base Salary	$ 343,038.38	
Other Comp/Benefits	$ 71,424.47	
Franklin Mckinley Elementary (Santa Clara County)		
Superintendent		
Total Comp	**$ 427,267.59**	
Base Salary	$ 322,784.27	
Other Comp/Benefits	$ 104,483.32	
KIPP Bay Area		
CEO		
Total Comp	$ -	
Base Salary	$ 367,977.73	
Other Comp/Benefits	$ -	Benefits info not listed in 990
Equitas Academy (Los Angeles)		
CEO		
Total Comp	$ -	
Base Salary	$ 378,597.78	
Other Comp/Benefits	$ -	Benefits info not listed in 990

*22-23 salaries with added 5% for each year to get to updated figures for the 2025-2026 school year.

Voices College-Bound Language Academies

Chiefs

Salaries attained through data from EdTec database. The data is from the the 2023-24 school year. We have added 5% for each year to reach updated figures for the 2025-2026 school year.

- The average inflation adjusted base salary is $185,770.

Position	FY 24 Salary	FY 26 Proj.
Academic	$174,622	$192,521
Finance/Ops	$164,125	$180,947
All Average	$168,499	$185,770

Principals

Salaries attained through data from EdTec database. The data is from the the 2023-24 school year. We have added 5% for each year to reach updated figures for the 2025-2026 school year.

- The average inflation adjusted base salary is $150,052.

n	Category	FY 24 Salary	FY 26 Proj.
60	Overall	$ 136,102	$ 150,052
38	Under 500	$ 133,769	$ 147,480
40	Bay Area/LA	$ 135,344	$ 149,217
27	Bay Area/LA <500	$ 134,800	$ 148,617