Voices College-Bound Language Academies

Board Meeting

Regular Board Meeting | June 24, 2026

Date and Time

Wednesday June 24, 2026 at 3:00 PM PDT

Location

- 6840 Via del Oro. Ste. 205, San Jose, CA 95119. **(Meeting 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
- 450 San Antonio Road, Palo Alto 94306
- 40 Henderson, Palo Alto, CA 92025
- 16990 Barnell Ave., Apt A, Morgan Hill, CA 95037
- 5168 Summerhill Dr, Oceanside, CA 92057
- 2803 S. Norton Ave. LA, CA 90018

Instructions For Presentations To The Board By Parents and Citizens

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extent practicable based on factors such as the length of the agenda and available time. Comments received within the window of the board meeting, whether read or not, will be shared with the board and noted in the minutes.
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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 from Special Board Meeting on June 11, 2026.	Approve Minutes	Kim Wisckol
B.	Approval of Consent Agenda	Vote	Kim Wisckol

All matters listed under the Consent Agenda are considered routine by the Board and will be approved by a single motion. Unless a Board member requests that a specific item be pulled for separate discussion, no individual discussion will take place prior to the vote. Staff recommends approval of all items listed below.

The Consent Agenda includes the following items:

1. Employee Handbook: Approval of the Voices Academies Employee Handbook for the 2026-27 school year.

2. Contracts: Approval of the following vendor and service contracts: CalSTRS/SCCOE, Pathways to Inclusion, Andrade PSA, SchoolMint, CharterSafe, and RevolutionFoods.

Purpose Presenter

3. Cell Phone and Electronic Devices Policy: Approval of new Policy governing the use of cell phones, smart watches, and other electronic communication devices (Policy No. 4916-1698-9875.v1), as required by AB 3216, which amended Education Code Section 48901.7 to require charter schools to adopt a policy limiting or prohibiting smartphone use, with limited exceptions.

4. Conflict of Interest Code Amendment: Approval of proposed amendments to Board Policy (BG) 02 — Conflict of Interest Code, including updated Designated Positions (Appendix A) and Disclosure Categories (Appendix B), as required by the Political Reform Act (Government Code Section 81000 et seq.) and 2 California Code of Regulations Section 18730.

5. MOU Amendment — Boys and Girls Clubs of Silicon Valley (BGCSV): Approval of the Second Amendment to the MOU with Boys and Girls Clubs of Silicon Valley for After School Education and Safety (ASES) and Expanded Learning Opportunities Program (ELOP) services at Voices Flagship, Morgan Hill, Mount Pleasant, and West Contra Costa. This amendment updates enrollment capacity, program hours, and compensation, eliminates transportation services effective July 1, 2026, and expands BGCSV's lead role in the Enrichment Block across all four sites.

6. MOU — Faith in Action Community Education Services (F.A.C.E.S.) — Voices Stockton: Approval of a new MOU with F.A.C.E.S. for after-school enrichment and expanded learning services at the Stockton campus for the 2026-27 school year, including lead responsibility for the daily Enrichment Block, summer programming, and related operational support.

III. 2026-27 Local Indicators Review and LCAP Approval

A. "Flagship" (FS) Review of Local Indicators and 2026-27 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 11, 2026.

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

B. Morgan Hill (MH) Review of Local Indicators and 2026-27 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.

		Purpose	Presenter

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 11, 2026.

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

C. Mount Pleasant (MP) Review of Local Indicators and 2026-27 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 11, 2026.

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

D. West Contra Costa (WCC) Review of Local Indicators and 2026-27 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 11, 2026.

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

E. Stockton (ST) Review of Local Indicators and 2026-27 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 11, 2026.

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

		Purpose	Presenter
IV.	**Finance/Budget**		
A.	2026-27 Budget – Review and Discussion of Budget for the 2026-27 School Year Voices Flagship Voices Morgan Hill Voices Mount Pleasant Voices West Contra Costa Voices Stockton	Discuss	Jaime Mata
B.	2026-27 Budget – Approval of Voices Flagship Budget for the 2026-27 School Year.	Vote	Kim Wisckol
C.	2026-27 Budget – Approval of Voices Morgan Hill Budget for the 2026-27 School Year.	Vote	Kim Wisckol
D.	2026-27 Budget – Approval of Voices Mount Pleasant Budget for the 2026-27 School Year.	Vote	Kim Wisckol
E.	2026-27 Budget – Approval of Voices West Contra Costa Budget for the 2026-27 School Year.	Vote	Kim Wisckol
F.	2026-27 Budget – Approval of Voices Stockton Budget for the 2026-27 School Year.	Vote	Kim Wisckol
G.	2026-27 Consolidated Application (ConApp) for the Use or Rejection of Categorical Funds 2026-27 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	FYI	Jaime Mata
H.	Approval of 2026-27 Consolidated Application (ConApp) for Voices Flagship.	Vote	Kim Wisckol
I.	Approval of 2026-27 Consolidated Application (ConApp) for Voices Morgan Hill.	Vote	Kim Wisckol

		Purpose	Presenter
J.	Approval of 2026-27 Consolidated Application (ConApp) for Voices Mount Pleasant.	Vote	Kim Wisckol
K.	Approval of 2026-27 Consolidated Application (ConApp) for Voices West Contra Costa.	Vote	Kim Wisckol
L.	Approval of 2026-27 Consolidated Application (ConApp) for Voices Stockton.	Vote	Kim Wisckol
M.	2026-27 EPA Estimated Expenditure Plans and board resolutions for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academies at Morgan Hill, Voices College-Bound Language Academies at Mount Pleasant, Voices College-Bound Language Academies at Stockton, Voices College-Bound Language Academies at West Contra Costa	FYI	Jaime Mata
N.	Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy (Flagship).	Vote	Kim Wisckol
O.	Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at Morgan Hill.	Vote	Kim Wisckol
P.	Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at Mount Pleasant.	Vote	Kim Wisckol
Q.	Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at West Contra Costa.	Vote	Kim Wisckol
R.	Approval of 2026-27 EPA Estimated Expenditure Plans and Board Resolutions for Voices College-Bound Language Academy at Stockton.	Vote	Kim Wisckol
S.	FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academies at Morgan Hill, Voices College-Bound Language Academies at Mount Pleasant, Voices College-Bound Language Academies at Stockton, Voices College-Bound Language Academies at West Contra Costa	FYI	Jaime Mata

		Purpose	Presenter
T.	Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship).	Vote	Kim Wisckol
U.	Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at Morgan Hill.	Vote	Kim Wisckol
V.	Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at Mount Pleasant.	Vote	Kim Wisckol
W.	Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at West Contra Costa.	Vote	Kim Wisckol
X.	Approval of FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academies at Stockton.	Vote	Kim Wisckol

V. Board Business

A.	Vendor Agreement: InPlay Expanded Learning Registration, Attendance & Reporting Platform	FYI	Kim Wisckol

Agenda Item Summary

Staff presents for the Board's information a vendor agreement with InPlay for a software-as-a-service platform to manage registration, attendance, and compliance reporting for Voices' expanded learning programs across all campuses. The platform addresses current administrative inefficiencies, CDE audit preparedness, and family access barriers through a bilingual, mobile-first system with automated Attendance Recovery capabilities.

This item is presented as informational. If the Board has no objections, staff will proceed with finalizing the agreement and bring it back for formal ratification at the next regular Board meeting.

Pending Items Prior to Ratification:

- InPlay is in the process of providing a Data Processing Agreement (DPA) establishing their obligations as a data processor under FERPA and the California Student Online Personal Information Protection Act (SOPIPA). The DPA will address permissible uses of student data, data security measures, data retention and deletion policies, and InPlay's obligations upon termination of the agreement.
- Staff will finalize the Student Data Privacy Policy, which currently contains an incomplete program contact placeholder, prior to publication.

		Purpose	Presenter

No Board action is required at this time. Staff will return with a ratification item once all conditions have been satisfied.

B.	Board Annual Meeting and Retreat Planning.	Discuss	Kim Wisckol
C.	Renewal of Board Member Term: Judy Nguyen	Vote	Kim Wisckol

The Board is requested to approve the renewal of Judy Nguyen's term as a Member of the Voices College-Bound Language Academies Board of Directors.

D.	Renewal of Board Member Term: Pedro Carreño	Vote	Kim Wisckol

The Board is requested to approve the renewal of Pedro Carreño's term as Vice Chair of the Voices College-Bound Language Academies Board of Directors.

E.	Approval of Revised Bylaws	Vote	Aldo Ramirez

The Board is requested to review and approve the revised Bylaws of Voices College-Bound Language Academies as presented by legal counsel, and authorize staff to submit the revised governing documents to the Santa Clara County Office of Education (SCCOE) and to prepare and file the Certificate of Amendment with the California Secretary of State.

Legal counsel has helped staff prepare these revised Bylaws to ensure alignment with new CalSTRS requirements and conformance with the Voices MH SCCOE MOU Addendum.

F.	Authorization to Execute CalSTRS Form 0765	Vote	Aldo Ramirez

The Board is requested to authorize the CEO or designated staff representative to execute and submit CalSTRS Form 0765 for each Voices school site.

Per California law, the Board of Directors must authorize the execution of binding organizational commitments on behalf of the organization. Form 0765 will be submitted to CalSTRS upon completion of all required prerequisites.

G.	Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School	FYI	Aldo Ramirez

VI. Closed Session

A.	Public Employment Gov. Code § 54957.6 Title: Chief Executive Officer	Discuss	Kim Wisckol

		Purpose	Presenter
B.	Public Employee Performance Evaluation- CEO (Pursuant to Gov. Code Section 54957(b)(1).)	Discuss	Kim Wisckol

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 from Special Board Meeting on June 11, 2026.

Section:	II. Consent Items
Item:	A. Approve Minutes from Special Board Meeting on June 11, 2026.
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Board Meeting on June 11, 2026

APPROVED

Voices College-Bound Language Academies

Minutes

Special Board Meeting

Date and Time
Thursday June 11, 2026 at 10:00 AM

Location

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- 16505 Monterey Rd, Morgan Hill, CA 95037
- 2803 S. Norton Ave. LA, CA 90018
- 252 Devonshire Blvd, San Carlos, 94070
- 40 Henderson, Palo Alto, CA 92025
- 1381 South First St., San Jose, CA 95110
- 225 W. Santa Clara Street, Suite 1500, San Jose, CA 95113
- 3921 Fabian Way, Palo Alto, CA 94303
- 16990 Barnell Ave., Apt A, Morgan Hill, CA 95037

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Directors Present
A. Miller, D. Koren, M. Ruiz, P. Carreño, S. Rocha, S. Sandoval

Directors Absent
J. Nguyen, K. Wisckol

Guests Present
A. Ramirez, Alex Mueller (remote), Bo Holston (remote), Chris wienk (remote), F. Deguer, J. Mata, Jason Nowlin (remote), Jessica Shaham (remote), Josh Devon (remote), Sarah Kollman (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

P. Carreño called a meeting of the board of directors of Voices College-Bound Language Academies to order on Thursday Jun 11, 2026 at 10:10 AM.

C. Approve Order of Agenda

A. Miller made a motion to approve order of the agenda.
S. Rocha seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Public Comment

No public comments were received.

II. Consent Items

A. Approve Minutes

A. Miller made a motion to approve the minutes from Board Meeting on 06-04-26.
S. Rocha seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Contract Approval

A. Miller made a motion to approve contract.
S. Rocha seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

III. Board Business

A. Resolution of The Sole Member of VCBLA NIDO LLC (Approval of 2026 Bank Financing)

S. Sandoval made a motion to approve resolution of The Sole Member of VCBLA NIDO LLC (Approval of 2026 Bank Financing).
A. Miller seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B.

Resolution of The Board of Directors (Approval of 2026 Bank Financing)

D. Koren made a motion to approve the resolution of The Board of Directors (Approval of 2026 Bank Financing).
S. Sandoval seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
P. Carreño	Aye
A. Miller	Aye
D. Koren	Aye
S. Sandoval	Aye
S. Rocha	Aye
M. Ruiz	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 10:41 AM.

Respectfully Submitted,
S. Sandoval

Coversheet

Approval of Consent Agenda

Section: II. Consent Items
Item: B. Approval of Consent Agenda
Purpose: Vote
Submitted by:
Related Material:
DRAFT 2026-2027 Voices Employee Handbook.pdf
26-028 FY2026-27 CalSTRS.pdf
State SELPA 2026-2027 | PTI.pdf
Andrade PSA.pdf
SchoolMint Quote.pdf
CharterSAFE - 2026.pdf
RevolutionFoods.pdf
Cell Phones, Smart Watches, & Other Electronic Communication Devices Policy (4916-1698-9875.v1).pdf
AMENDMENT to _ (BG) 02 CONFLICT OF INTEREST CODE.pdf
24-27 MOU Voices BGCSV Amendment 2 Updated.pdf
FACES for VCBLA at Stockton.pdf

College-Bound Language Academies

Employee Handbook

2026-2027

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

Approved 10/23/2025

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 OR WITHIN 5 DAYS OF RECEIVING OF UPDATES TO THE EMPLOYEE HANDBOOK

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 Voices College-Bound Language Academies.

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.

By signing below electronically, you acknowledge and agree that your electronic signature has the same legal effect and enforceability as a handwritten signature.

Employee's Legal name : _____ Date: _____

Employee's Signature: _____

A *copy of this signed form will be retained in the employee's personnel file.*

Approved 10/23/2025

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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 Voices with a record that each employee has received and agrees to comply with the policies within this Handbook.

II. CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

Voices Academies is an equal employment opportunity employer. It is the policy of Voices Academies to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity and gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform

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certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken); and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights at ("CFRA"), or the Fair Employment and Housing Act "FEHA"); or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and applicants and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees. Furthermore, Voices Academies prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on the characteristics noted above.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Voices Academies will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a Voices Academies representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation they need to perform the job, or if unknown, what job duties the disability impairs. Voices Academics will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Voices Academies will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Voices Academies will make the accommodation.

Immigration Compliance

Voices Academies will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, Voices Academies will not check the employment authorization status of current employees, or of applicants who were not offered positions with Voices Academies, unless required to do so by law.

Voices Academies shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Voices Academies shall not discriminate against any individual because they hold or present a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the HR department. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of Voices Academies without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the school will give employees notice of the inspection both before and after it has occurred as required by law.

Employee Classification for Overtime Pay

Voices Academies employees are classified as either exempt or non-exempt from overtime.

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Voices Academies will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Supervisor or designee.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of Voices Academies that all employees are considered "at-will" employees of the 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

Voices 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 premises or during Voices' authorized 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

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. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
37. Failing to obtain permission to leave work for any reason during normal working hours, not including rest and meal period;
38. Failure to keep a required license, certification or permit current and in good standing
39. 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
40. Unreported absence of any scheduled workdays
41. Unauthorized use of School equipment, materials, time or property
42. Working unauthorized overtime or refusing to work assigned overtime
43. Abuse of leave
44. Excessive absenteeism or tardiness, excused or unexcused.
45. Sleeping or malingering on the job
46. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

<u>Workplace Violence</u>

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that

involve or affect the School or that occur, or are likely to occur, on School property. Employees should report any act or threat of violence immediately to the Principal or Supervisor.

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or suggestions relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment, intimidation, and retaliation (as outlined in the Policy Prohibiting Discrimination, Harassment, and Retaliation), employees should contact the Principal with their questions or concerns. If the situation is not resolved to their satisfaction, they should contact the Executive Director, in writing, who will further investigate the issue.

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

Voices employees attending an event or function related to or sponsored by the Network are representing Voices. This includes social activities occurring outside of regular work hours that are affiliated with or related to the Network such as required staff retreats, conference attendance or events.

All employees are accordingly expected to conduct themselves appropriately in all respects during such activities. This includes refraining from inappropriate language, unprofessional behavior, excessive consumption of alcohol, or engaging in any conduct that could reflect negatively on themselves or, by extension, Voices. Everyone is also expected to ensure that their conduct outside of work does not negatively impact, disrupt, or interfere with the Network's ability to operate effectively and productively.

The Voices Network expects all staff to comply with this policy moving forward. Non-compliance may result in disciplinary action, up to and including termination of employment.

While employed by Voices Academies, employees are expected to devote their energies to their jobs with Voices Academies. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Voices Academies.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Voices Academies.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Voices Academies.
- Additional employment that requires the employee to conduct work or related activities on Voices Academies property during the employer's working hours or using Voices Academies facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Voices Academies.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Voices Academies explaining the details of the additional employment. If the additional employment is authorized, Voices Academies assumes no responsibility for it. Voices Academies shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Employees are encouraged to provide as much advance notice as possible of their intent to resign. Although employees have the same right as Voices Academies to terminate the at-will employment relationship with or without notice, with or without cause, should it become necessary for an employee to terminate their at-will employment with Voices Academies, at least four (4) weeks' notice is expected whenever possible. If employees have any questions regarding these policies and procedures, they are encouraged to speak with the Principal or Supervisor. Every Voices Academies employee is an important member of our team. Employees are encouraged to offer suggestions and comments that help to create a more positive work environment and school community.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay if applicable to their position. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Professional Boundaries: Staff/Student Interaction Policy

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

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

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

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

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

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

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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.

<u>Prohibited Unlawful Harassment</u>

- 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 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.

Eligibility

Employees are eligible for medical, dental and vision coverage if they are a regular employee working at least thirty (30) hours per week. Employees who are temporary, work less than thirty (30) hours per week, or are internship employees are not eligible to participate in the plans. The Voices plan covers the cost of medical coverage for dependents only up to the regular coverage limit contributions.

When Coverage Starts

Medical, dental and vision coverage begins on the first of the month following thirty (30) days of full employment. Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

An enrollment form must be submitted to the Human Resources Department as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

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). Full time 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.
Employees who participate in STRS may also choose to contribute to the 401K plan. Please note that the employer match applies only to STRS contributions. While employees may make contributions to the 401k plan, these contributions will not receive an employer match.

Payroll Information

Definition of Workday & Workweek

Workday: A workday is any consecutive 24-hour period that begins at the same time each calendar day.

Workweek: A workweek consists of 168 consecutive hours, or seven (7) consecutive 24-hour periods, beginning on the same calendar day and time each week.

Payroll Schedule

Non-Exempt Employees

Non-exempt employees are paid twice per month according to the following schedule:

Work Period	Payday
1st through 15th of the month	25th of the same month
16th through last day of the month	10th of the following month

Exempt Employees
Exempt employees are paid once per month on the 25th of the same month.

Payroll Withholdings
Voices is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings, unless the employee meets the Exemption from Withholding on the State Tax form.
- Social Security: The Federal Insurance Contribution Act ("FICA") requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- State Disability Insurance ("SDI"): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the

overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

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.

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

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Paycom, and has been approved by their Supervisor. The Expense must include itemized information such as date, location, method of travel, expenses, and receipts for allowable expenses and submitted within the current fiscal year with the expectation to be submitted on a monthly basis . All employees are expected to be familiar with the Expense Reimbursements Policy**.**

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 (11 for all staff and 12 for School-site Admin/Team Z)	
Friday, July 3, 2026	Independence Day (Admin and Team Z and full-time staff working summer school)
Monday, September 7, 2026	Labor Day (All staff)
Monday, October 12, 2026	Indigenous Peoples Day (All staff)
Monday, November 9, 2026	Veterans Day (All staff)
Nov. 26, 2026	Thanksgiving (All staff)
Dec. 25, 2026	Christmas Day (All staff)
Jan. 1, 2027	New Year's Day (All staff)
Jan. 18, 2027	Martin Luther King Jr Day (All staff)
Feb. 16, 2027	President's Day (All staff)
Monday, March 29, 2027	Farmworkers Day (All staff)
Monday, May 31, 2027	Memorial Day (All staff)
Saturday, June 19, 2027	Juneteenth (Admin/Team Z only)

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 Days

A floating day is a paid day off provided by "Voices" that does not fall under traditional leave categories such as statutory holidays, sick leave, or bereavement leave. Unlike fixed holidays, a floating day offers flexibility, allowing employees to choose when to take the day off based on personal needs, cultural observances, or other preferences. It is expected that Floating Days will be requested through the

Paycom System as early as possible and at least 2 weeks in advance and must be approved by your direct manager.

All Voices employees will receive 24 hours of floating day time annually. These 24 hours do not roll over to the next school year and must be used within the current school year in which they are granted. If an employee terminates employment, any unused floating day hours will be paid out in their final paycheck.

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 Voices Network 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, Family and Community Engagement Coordinators and Counselors.

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 forty (40) hours of paid vacation each school year as of July 1st. Instructional and non-exempt employees and employees working on a part-time basis (less than full-time) shall not receive vacation days.

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. Employees may not rollover vacation balances exceeding 160 hours as this is the vacation balance cap at the end of the year. Vacation balances may increase at the start of the new school year however employees are encouraged to use their vacation time to avoid exceeding the vacation balance cap allowed to rollover into the new school year which results in lost vacation hours.

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.

Blackout Days

As part of your continued employment, please be advised that the network observes designated *blackout days* throughout the school year. During these critical periods, time-off requests will not be approved except under extraordinary circumstances and with prior administrative approval. Your presence on these dates is essential to support school operations and student success.

Blackout Days 2026-2027	
July 15-17	Voices Leadership Retreat
July 20-21	New Teacher training & School Leader prep and planning
July 27-31	All Teachers, AT's, Ed Specialists, SPED IA's Permanent Subs PD & Training
September 8	All Staff Development - Diagnostic Review & Planning
November 19 & 20	Parent Teacher Conferences (Does not apply to hourly staff or Team Z)
January 6-8, 2027	All staff development
March 11 & 12	Parent Teacher Conferences (Does not apply to hourly staff or Team Z)
April 19	All staff development day

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,
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 leave under the Family and Medical Leave Act ("FMLA") or the California Family Rights Act ("CFRA"), an employee must have been employed by the School for at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12)-month period immediately preceding the commencement of the leave. In addition, for FMLA leave only, the employee must work at a location where the School employs at least fifty (50) employees within seventy-five (75) miles.

Events That May Entitle an Employee To FMLA /CFRA Leave

The twelve (12) week (or twenty-six (26) work weeks for care of covered military service member who is spouse, child, parent, or next of kin 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, the total amount of baby bonding leave available between the two employees combined shall be limited to a maximum of twelve (12) weeks in accordance with applicable law. The employees may divide the leave between themselves in any manner mutually agreed upon and approved by the School; however, leave entitlement may not exceed a combined total of twelve (12) weeks. Any unused portion of leave by one employee may not be transferred, loaned, or otherwise assigned to the other employee beyond the combined twelve (12)-week maximum.
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 renders the employee unable to perform one

or more of the essential functions of their position, except for disabilities caused by pregnancy, childbirth, or related medical conditions, which are addressed under the School's Pregnancy Disability Leave policy.

a. A "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves either inpatient care or continuing treatment by a health care provider. Serious health conditions may include, among other things, conditions requiring an overnight stay in a hospital or residential medical care facility, periods of incapacity, chronic conditions, or conditions requiring multiple treatments.
b. For purposes of leave to care for a family member, "family member" shall have the meaning provided under applicable law, including eligible family relationships recognized under the California Family Rights Act ("CFRA").
c. "Inpatient care" means an overnight stay in a hospital, hospice, or residential health care facility, including any subsequent treatment related to such inpatient care.
d. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or recovery.
e. "Continuing treatment" means ongoing treatment or supervision by a health care provider, including treatment for substance abuse where permitted by applicable law. Absence because of the employee's use of a substance, rather than for treatment, does not qualify for protected leave.

3. To care for a spouse, domestic partner, child, parent, or other qualifying family member with a serious health condition. For purposes of CFRA leave, a qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person with a serious health condition.

4. "For purposes of CFRA leave, a 'designated person' means any individual related by blood or any person whose association with the employee is the equivalent of a family relationship, as defined by applicable law. The School may limit an employee to one designated person per twelve (12)-month period for CFRA leave purposes, to the extent permitted by law.

5.
6. Employees are limited to one (1) designated person per twelve (12) month period.
7. Employees who are eligible under the Family and Medical Leave Act (FMLA) may take up to twenty-six (26) workweeks of leave during a single twelve (12)-month period to care for a covered Armed Forces service member with a serious injury or illness. Eligible family members include the service member's spouse, son, daughter, parent, or next of kin. Military caregiver leave is part of the employee's total FMLA leave entitlement for the applicable twelve (12)-month period. The California Family Rights Act (CFRA) does not provide a separate military caregiver leave entitlement for caring for an injured or ill service member.
8. 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. Under the Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA), eligible employees may take leave in one (1) continuous period or in multiple approved periods;

however, the total leave entitlement may not exceed twelve (12) workweeks within a designated twelve (12)-month period for any qualifying reason or combination of qualifying reasons permitted under applicable law. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For example, for a full-time employee who regularly works five (5) eight-hour days per week, twelve (12) workweeks is equivalent to sixty (60) working and/or paid eight (8)-hour days.

2. In addition to the twelve (12) workweeks of leave available under the FMLA/CFRA, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember may be entitled under the FMLA to up to twenty-six (26) workweeks of military caregiver leave during a single twelve (12)-month period to care for the servicemember with a serious injury or illness.
3. The twelve (12)-month period in which employees may take up to twelve (12) workweeks of FMLA/CFRA leave is measured on a rolling twelve (12)-month basis, measured backward from the date an employee uses 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 taking FMLA/CFRA leave due to the employee's own serious health condition may be required to use accrued paid sick leave during otherwise unpaid portions of the leave, to the extent permitted by applicable law. Employees may also elect to use accrued vacation or other available paid time off in accordance with School policy.

   If an employee is receiving partial wage replacement benefits, such as State Disability Insurance ("SDI") or Paid Family Leave ("PFL") benefits, during FMLA/CFRA leave, the employee may elect, or the School and employee may agree, to supplement those benefits with available accrued paid leave, to the extent permitted 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, Paid Family Leave benefits, or State Disability Insurance benefits will not extend the duration of FMLA or CFRA leave. Accrual of paid sick leave, vacation, or other paid benefits during unpaid FMLA/CFRA leave will be governed by applicable law and the

School's applicable leave and accrual policies. Employees do not accrue vacation, or paid sick leave during unpaid portions of FMLA/CFRA leave, except as otherwise required by applicable law.

- 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 responsible for paying any portion of group health insurance premiums during FMLA/CFRA leave, the School will provide advance written notice regarding the terms and conditions for payment of such premiums.

To the extent permitted by law, the School may recover the employer-paid cost of health insurance premiums paid on behalf of an employee during FMLA/CFRA leave if both of the following occur:

- The employee fails to return to work following the expiration of the approved leave period. An employee will be deemed to have failed to return from leave if the employee returns to work for fewer than thirty (30) calendar days following the return from leave; and
- The employee's failure to return to work is for a reason other than the continuation, recurrence, or onset of a serious health condition that would otherwise entitle the employee to protected leave, or due to circumstances beyond the employee's control.

1.

- 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 validity of a medical certification supporting an employee's leave request based on the employee's own serious health condition, the School may require the employee to obtain a second medical opinion from a health care provider designated or approved by the School, at the School's expense, to the extent permitted by applicable law.

   If the second medical opinion differs from the original certification, the School and the employee will mutually select a third health care provider, whose opinion will be final and binding. The School will pay the cost of the third medical 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. Employees requesting FMLA/CFRA leave should complete a Request for Leave form and submit it to their supervisor or Human Resources. Employees requesting leave will be provided with a copy of the School's current FMLA/CFRA policy and any required notices.

2. When the need for leave is foreseeable, such as for the expected birth, adoption, or foster placement of a child or planned medical treatment for the employee or a qualifying family member, the employee should provide at least thirty (30) days' advance notice whenever practicable. If thirty (30) days' notice is not practicable, notice must be provided as soon as practicable under the circumstances. Failure to provide timely notice may result in delay of leave to the extent permitted by law.

3. Where practicable, employees are expected to make a reasonable effort to schedule planned medical treatment so as not to unduly disrupt School operations, subject to the approval of the applicable health care provider.

4. FMLA/CFRA leave due to the employee's own serious health condition or the serious health condition of a qualifying family member may be taken intermittently or on a reduced work schedule when medically necessary, as certified by the applicable health care provider.

5. Leave taken for the birth of a child or placement of a child for adoption or foster care may be taken intermittently in increments permitted by applicable law and subject to applicable scheduling requirements.

6. If an employee requires foreseeable intermittent leave or a reduced work schedule based on planned medical treatment, the School may temporarily transfer the employee to an available alternative position for which the employee is qualified and that better accommodates recurring

periods of leave, provided the position offers equivalent pay and benefits, to the extent permitted by law.

7. The School will respond to requests for FMLA/CFRA leave as required by applicable law. If leave is designated as FMLA/CFRA leave, the School will notify the employee in writing and provide information regarding the employee's rights, obligations, and the consequences of failing to satisfy those obligations.

- Return to Work

1. Upon timely return from approved FMLA/CFRA leave, an employee generally will be restored to the same or a comparable position with equivalent pay, benefits, and other terms and conditions of employment, unless the position has ceased to exist due to legitimate business reasons unrelated to the employee's leave.
2. When FMLA/CFRA leave is approved, the School will provide the employee with written notice regarding reinstatement rights and any applicable limitations.
3. Before an employee returns from FMLA leave taken for the employee's own serious health condition, the School may require the employee to provide a fitness-for-duty certification from the employee's health care provider stating that the employee is able to resume work and perform the essential functions of the position, with or without reasonable accommodation, to the extent permitted by applicable law.
4. If an employee returns to work with medical restrictions or limitations, the School will engage in a timely, good-faith interactive process to determine whether a reasonable accommodation can be provided consistent with applicable law. The School will evaluate whether the employee can perform the essential functions of the position with or without reasonable accommodation and whether any accommodation would create an undue hardship or direct threat to health or safety.

   If, after engaging in the interactive process, the School determines that no reasonable accommodation is available that would enable the employee to perform the essential functions of the position consistent with applicable law, the School may consider separation of employment in accordance with applicable law.

- Employment during Leave

Employees on approved leave, including FMLA/CFRA leave, remain subject to all applicable School policies, including policies regarding conflicts of interest and outside employment.

Employees may not engage in outside employment or other activities that are inconsistent with the stated purpose of the leave, that violate School policy, or that otherwise interfere with the employee's obligations to the School. The School reserves the right to investigate suspected misuse of leave and to take appropriate corrective action, up to and including discipline, in accordance with applicable law. .

<u>Pregnancy Disability Leave of Absence</u>

The School provides Pregnancy Disability Leave ("PDL") in accordance with California law. Employees who are disabled by pregnancy, childbirth, or a related medical condition may be entitled to take up to four (4) months of leave per pregnancy, as medically necessary.

- Employee Eligibility Criteria

  An employee is eligible for Pregnancy Disability Leave if the employee is disabled by pregnancy, childbirth, or a related medical condition and provides appropriate medical certification when requested. Leave may be taken on a continuous or intermittent basis, as medically advisable.

- Events That May Entitle an Employee to Pregnancy Disability Leave

  For purposes of this policy, "four months" means the number of days the employee would normally work within four calendar months. For a full-time employee who works forty (40) hours per week, four months is generally equal to 693 hours of leave entitlement.

Pregnancy Disability Leave may be used for, among other things:

- Prenatal care;
- Severe morning sickness;
- Doctor-ordered bed rest;
- Childbirth and recovery from childbirth; or
- Any medically recognized physical or mental condition related to pregnancy or childbirth that renders the employee unable to work or unable to perform one or more essential job functions without undue risk to the employee, the pregnancy, or others.

Duration of Pregnancy Disability Leave

Pregnancy Disability Leave runs concurrently with FMLA leave where applicable. However, CFRA leave for baby bonding generally does not run concurrently with Pregnancy Disability Leave and may be available following the conclusion of Pregnancy Disability Leave.

Employees on Pregnancy Disability Leave may use accrued paid sick leave during otherwise unpaid portions of leave. Employees may also elect to use accrued vacation or other available paid time off in accordance with School policy and applicable law. Receipt of sick leave pay, vacation pay, State Disability Insurance ("SDI"), or other wage replacement benefits will not extend the duration of Pregnancy Disability Leave.

During Pregnancy Disability Leave, the School will maintain group health insurance coverage under the same terms and conditions as if the employee had continued actively working, to the extent required by law. Employees remain responsible for payment of their portion of applicable insurance premiums.

Pay during Pregnancy Disability Leave

1. Employees generally do not accrue vacation or paid sick leave during unpaid portions of Pregnancy Disability Leave unless otherwise required by law or School policy.

2. At the conclusion of Pregnancy Disability Leave, an employee may be entitled to additional leave or other reasonable accommodation under applicable disability accommodation laws. The School will engage in a timely, good-faith interactive process to determine whether reasonable accommodation can be provided without undue hardship. The School is not required to provide indefinite leave as a reasonable accommodation.

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. The School may recover premiums paid on behalf of an employee during pregnancy disability leave if the employee fails to return from leave for reasons other than the continuation, recurrence, or onset of a serious health condition or other circumstances beyond the employee's control, to the extent permitted by law.

Seniority

An employee on Pregnancy Disability Leave ("PDL") remains an employee of the School during the leave, and the leave will not constitute a break in service for purposes of seniority to the extent provided by applicable law. Upon return from approved Pregnancy Disability Leave, an employee will be reinstated with the same seniority the employee had when the leave commenced.

Medical Certifications

1. An employee requesting Pregnancy Disability Leave may be required to provide medical certification from the employee's health care provider on a form approved or provided by the School. Failure to provide the requested certification within fifteen (15) calendar days of the School's request, absent extenuating circumstances, may result in delay of leave approval until the certification is provided.

2. Recertification may be required if additional leave is requested beyond the period originally certified by the employee's health care provider or as otherwise permitted by applicable law. Failure to provide required recertification may result in delay or denial of continuation of leave protections.

Requesting and Scheduling Pregnancy Disability Leave

1. Employees requesting Pregnancy Disability Leave should complete a Request for Leave form and submit it to their supervisor or Human Resources. Employees requesting leave will be provided with a copy of the School's current Pregnancy Disability Leave policy and any required notices.

2. Employees should provide at least thirty (30) days' advance notice of the need for leave when the need is foreseeable. If thirty (30) days' notice is not practicable, notice should be provided as soon as practicable under the circumstances.

3. Where practicable, employees are expected to make a reasonable effort to schedule planned medical treatment so as not to unduly disrupt School operations, subject to the approval of the employee's health care provider.

4. Pregnancy Disability Leave may be taken intermittently or on a reduced work schedule when medically advisable, as determined by the employee's health care provider.

5. If an employee requires foreseeable intermittent leave or a reduced work schedule based on planned medical treatment, the School may temporarily transfer the employee to an available alternative position for which the employee is qualified and that better accommodates recurring periods of leave, provided the position offers equivalent pay and benefits, to the extent permitted by law.

6. The School will respond to requests for Pregnancy Disability Leave as required by applicable law. If leave is designated as Pregnancy Disability Leave, the School will notify the employee in writing regarding the employee's rights, responsibilities, and the terms and conditions of the leave.

Return to Work

1. Upon timely return from approved Pregnancy Disability Leave, an employee will generally be reinstated to the same position the employee held prior to the leave. However, an employee has no greater right to reinstatement than if the employee had been continuously employed during the leave period. If the same position is no longer available for legitimate business reasons unrelated to the leave, the employee will be reinstated to a comparable position, unless no comparable position is available to which the employee is qualified and entitled.

    a. A "comparable position" is one that involves substantially similar duties and responsibilities and is virtually identical in terms of pay, benefits, shift, schedule, working conditions, and status.

    b. If no comparable position is available on the employee's scheduled return date, the School will take reasonable steps to notify the employee of any comparable position that becomes available for up to sixty (60) calendar days following the employee's scheduled return date, to the extent required by applicable law.

        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 Pregnancy Disability Leave is approved, the School will provide the employee with written notice regarding reinstatement rights and any applicable limitations.

3. Before returning from Pregnancy Disability Leave taken for the employee's own medical condition, the School may require the employee to provide a fitness-for-duty certification from the employee's health care provider stating that the employee is able to resume work and perform the essential functions of the position, with or without reasonable accommodation, to the extent permitted by applicable law.

4. If an employee returns to work with medical restrictions or limitations, the School will engage in a timely, good-faith interactive process to determine whether a reasonable accommodation can be provided consistent with applicable law. The School will evaluate whether the employee can perform the essential functions of the position with or without reasonable accommodation and whether any accommodation would create an undue hardship or direct threat to health or safety.

   If, after engaging in the interactive process, the School determines that no reasonable accommodation is available that would enable the employee to perform the essential functions of the position consistent with applicable law, the School may consider separation of employment in accordance with applicable law.

Employment during Leave

Employees on approved Pregnancy Disability Leave remain subject to all applicable School policies, including policies regarding conflicts of interest and outside employment.

Employees may not engage in outside employment or activities that are inconsistent with the stated purpose of the leave, violate School policy, conflict with applicable medical restrictions, or otherwise interfere with the employee's obligations to the School. The School reserves the right to investigate suspected misuse of leave and to take appropriate corrective action, up to and including discipline, in accordance with applicable law.

Industrial Injury Leave (Workers' Compensation)

The School provides workers' compensation insurance coverage in accordance with California law for employees who sustain work-related injuries or illnesses.

Workers' compensation benefits may include:

- Medical treatment;
- Temporary disability benefits to help replace lost wages;
- Permanent disability benefits, when applicable; and
- Supplemental job displacement or return-to-work benefits, when applicable under law.

Employees who sustain a work-related injury or illness should:

- Immediately report the injury or illness to their supervisor and Human Resources;
- Seek appropriate medical treatment;
- Complete and return a Workers' Compensation Claim Form (DWC-1) as requested; and
- Provide medical certification or work status reports regarding any work restrictions, need for leave, and ability to return to work.

The School's first priority following any workplace injury is to ensure that the employee receives prompt and appropriate medical care. Medical treatment for work-related injuries will be coordinated in accordance with applicable workers' compensation laws and the School's designated medical provider network ("MPN"), if applicable.

- In the event of a medical emergency, employees should seek immediate emergency medical treatment or call emergency services. Emergency medical providers and emergency facilities will be considered approved providers for emergency treatment purposes.

- Employees are expected to report workplace injuries as soon as practicable. Failure to timely report an injury may delay workers' compensation benefits as permitted by law.

- Employees returning to work following a work-related injury may be required to provide a fitness-for-duty certification or work status release from the treating health care provider identifying any work restrictions or limitations.

  If an employee is able to return to work with restrictions, the School will engage in a timely, good-faith interactive process to determine whether reasonable accommodation or transitional work can be provided consistent with applicable law.

- The School reserves the right to require post-accident drug and/or alcohol testing where permitted by applicable law, including where there is reasonable suspicion that drug or alcohol use may have contributed to a workplace accident or where testing is otherwise authorized by law.

Military and Military Spousal Leave of Absence

The School provides military leave and reemployment rights in accordance with the Uniformed Services Employment and Reemployment Rights Act ("USERRA") and applicable California law.

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 left 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. 0

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service

that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Voices shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military service members. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (3) days of pay during bereavement leave and two (2) days of unpaid leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time

and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Employee Supervisor at least two (2) days' notice.

Bone Marrow/Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the school that the employee is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA
Leave.

Victims of Abuse Leave

Voices provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.

- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Voices with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Voices one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Voices will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Principal.

School Appearance and Activities Leave

As required by law, Voices will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one (1) parent or guardian is an employee of Voices, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Employee Supervisor thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in their former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, reemployment cannot always be guaranteed.

If an employee fails to return from a leave of absence on the date agreed and does not provide medical information to justify the continued absence, it will be assumed that the employee has voluntarily resigned.

If you need further information regarding Leaves of Absence, be sure to consult the Human Resources Manager.

IV. HEALTH AND SAFETY

Health and Safety Requirements for Employment

Voices is committed to providing and maintaining a healthy and safe work environment for all employees, vendors, contractors and the public. The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is required to take training off-site, the employee will be reimbursed for the job related expenses. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Voices' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to report to your supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

<u>Tuberculosis Test</u>

Tuberculosis ("TB") testing is a term and condition of employment and all employees must comply with this requirement. Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past sixty (60) days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous sixty (60) days or a certification showing that they were examined within the past four years and as found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file verifying that the person is free from infectious tuberculosis within the last four years. that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive, shall be followed by an X-ray of the lungs. Employees may also provide a **"California School Employee Tuberculosis (TB) Risk Assessment Questionnaire"** signed by a health care provider on an annual basis. If TB risk factors are identified on the assessment, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining health care provider showing the employee was examined and found free from active tuberculosis.

The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The School will have three recommended providers and shall reimburse costs at the maximum recommended provider's rate. The availability of this testing may be announced by the School.

This requirement shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Procedures for Criminal Background Checks

As a condition of employment and as required by law, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. all individuals working or volunteering at the School will be required to submit to this criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a

serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during their employment with the School, the employee must immediately report as much to the Principal.

The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The school will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, Principal) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course (s) up to a maximum of $75.00 for a 6-hour CPR/First Aid course, and up to $40.00 for a CPR refresher course.

Child Abuse Reporting

Child abuse reporting is a term and condition of employment and all employees must comply this requirement. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Voices Academies will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions**.**

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School Property. It is the responsibility of each staff member to adhere to this rule, and to inform their guests of our non-smoking policy.

Drug and Alcohol-Free Workplace

Voices Academies is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Voices Academies stakeholders.

It is the Voices Academies policy to maintain a drug and alcohol-free workplace. No employee may bring to the workplace, use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils, or on School property at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

Security Protocols

Voices has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in walkways, entrances, and exits of the School and report any suspicious persons or activities to office staff. Secure your classroom or office at the end of each day. When called away from your

work area for an extended length of time, do not leave valuable or personal articles unattended. The security of our facility is directly related to the health and safety of our students and our colleagues. Employees should immediately notify the Principal when keys are missing or if security access has been breached.

Bloodborne Pathogens Exposure Control Plan

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Accident and Injury Reporting

In the event of an accident or injury, contact the office immediately, a report will be filed and depending upon the condition of the injury, the injured party will be taken to a physician, or hospital, or released on their own.

<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.*
_____
_____
_____
_____
_____
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_____
_____

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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Santa Clara County Office of Education
Dr. David M. Toston, Sr.
County Superintendent of Schools

Bulletin
For Santa Clara School Districts

District Business and Advisory Services

Bulletin: 26-028

Date: May 6, 2026

To: Charter School Administrators

From: Susan Ady, Director - District Business Services
Nghia Do, Advisor - District Business Services

Re: Direct-Funded Charter School Retirement Reporting Agreement for Fiscal Year 2026-27

Deadline: July 1, 2026

The purpose of this bulletin is to remind all directly funded charter schools to submit the attached *Agreement for Charter School Retirement Reporting Services* together with the annual fee of $3,500 for fiscal year 2026-27 on or before July 1, 2026. Please mail the check and signed agreement to:

Santa Clara County Office of Education
Attn: District Business & Advisory Services
1290 Ridder Park Drive, MC 252
San Jose, CA 95131-2304

The agreement and the fee are required for all direct-funded charter schools that offer retirement benefits to their employees through the California State Teachers Retirement System (CalSTRS) and use the services of the Santa Clara County Office of Education (SCCOE) to process the monthly CalSTRS retirement reports.

To participate in the CalSTRS retirement program, charter schools must meet the following criteria:

- Be recognized as a public charter school by the California Department of Education.
- Elect to participate in CalSTRS and enroll eligible employees as CalSTRS members.
- Provide documentation to CalSTRS via a school district or county office of education. In accordance with Education Code 47611.3, a school district or county office of education may charge the charter school for the cost of providing reporting services.

If a charter school elects to participate in CalSTRS, the charter school is required to inform all applicants for positions within the charter school of the retirement system options offered to the employees of the charter school. If a charter school chooses to make the CalSTRS Retirement Plan available, all employees of the charter school who perform creditable service shall be entitled to have that service covered under the CalSTRS plan. Additionally, once a charter school elects to participate in CalSTRS, all parts of the Teachers' Retirement Law shall apply (Education Code 47611).

County Board of Education: Maimona Afzal Berta, Victoria Chon, Raeena Lari, Jorge Pacheco Jr, Don Rocha, Jessica Speiser, Tara Sreekrishnan
1290 Ridder Park Drive, San José, CA 95131-2304 (408) 453-6500 www.sccoe.org

Transforming Education through Leadership, Service, and Advocacy

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
_____

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and _____ (the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.

1. Overview

This Agreement outlines the responsibilities and commitments of each Party regarding the participation in the required submission to the California State Teachers' Retirement System (CalSTRS), a uniform retirement data file for all school districts and charters within the county.

The Charter has determined that there is a need to enter into this agreement with the SCCOE for the services described herein**.**

2. Goals

☐ Improve access to inclusive, equitable, high-quality education.
☒ Provide quality support to districts, schools, students, and communities.
☒ Be a premier service organization.

The services under this agreement will provide Districts with the necessary support to comply with the California State Teachers' Retirement System (CalSTRS) reporting.

3. Responsibilities

3.1. The Agency Responsibilities:

- The Charter agrees to provide the required retirement and payroll information necessary for timely completion and transmittal of CalSTRS information.
- The Charter agrees to provide all payroll/retirement reporting data files and reports by the due dates established by the SCCOE to meet the retirement reporting schedules established by CalSTRS.
- The Charter shall maintain all payroll records for its employees and furnish the SCCOE a copy upon request.
- The Charter will designate one of its employees to serve as the contact person between the Charter and the SCCOE for matters related to reporting and processing of retirement information.
- The Charter shall submit to the SCCOE the full amount of the retirement contributions that includes both the employer and employee amounts within two business days after the close of each payroll.

3.2. The SCCOE Responsibilities:

- The SCCOE agrees to process CalSTRS reporting for the Charter.
- The SCCOE will serve as the contact agency in working with CalSTRS in resolving problems and answering questions related to reporting and processing of retirement information.

Santa Clara County Office of Education

- The SCCOE will notify the Charter of retirement reporting exceptions and recommend possible resolutions.
- The Charter staff may participate in all workshops offered to school districts (within Santa Clara County) for ongoing training and attend other informational meetings related to CalSTRS retirement plans.
- The SCCOE will assist the Charter payroll representative in preparing appropriate entries for past reporting periods that were not processed prior to the effective date of this agreement.

3.3. Authorized Charter Representative for the Submission of Retirement Files to the SCCOE STRS Connect Portal:

Name: _____

Title:_____

E-Mail: _____

Phone: _____

4. Duration of Agreement

This Agreement begins on _____ and must be renewed each fiscal year beginning July 1 and ending June 30.

5. Articulation of Monies/Compensation

- The Charter agrees to pay the SCCOE for the services described under this Agreement as follows:
  - $3,500 per year to be paid upon signing and submission of this Agreement (On or before July 1 of every year).
  - A processing fee of $500 for each submitted retirement data file that is not acceptable and must be replaced and reprocessed. These fees shall be assessed monthly and are payable upon demand.
  - An accumulated late fee of $100 per day for a contribution remittance received after the due date.
  - An accumulated late fee of $100 per day for a file submission received after the due date
- The Charter agrees to reimburse the SCCOE for any penalties and/or other levies assessed by CalSTRS that were caused by acts of the Charter.

- In the event that the Charter fails to remit any penalties or fees to the SCCOE, the SCCOE reserves the right to deduct the amount owed from any available funds held by the Charter.

- The SCCOE will notify the Charter Authorizer when any processing payment or late fee is assessed to the Charter.

6. Other Terms

6.1. Entire Agreement: This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the Parties or their agents shall be valid or enforceable unless embodied in this Agreement.

6.2. Amendments: This Agreement may only be amended by a written instrument signed by the Parties.

6.3. Severability: Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal,

Santa Clara County Office of Education

or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.

6.4. Third-Party Beneficiaries: This Agreement does not, and is not intended to, confer any rights or remedies upon any person or entity other than the Parties.

6.5. Assignment: No assignment of this Agreement or of the rights and obligations hereunder shall be valid without the prior written consent of the other Party.

6.6. Use of SCCOE Name and Logo for Commercial Purposes: Agency shall not use the name or logo of SCCOE or reference any endorsement from SCCOE in any manner for any purpose, without the prior express written consent of SCCOE as provided by the SCCOE's authorized representative, or designee.

6.7. Governing Law, Venue: This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. Proper venue for legal action regarding this Agreement shall be in Santa Clara County.

7. Insurance/Hold Harmless

9.1 Insurance: The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office.

9.2 Indemnification: Each Party will defend, indemnify, and hold the other Parties, their officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

8. Execution Authority

Each individual executing this Agreement on behalf of a Party represents that they are duly authorized to execute and deliver this Agreement on the entity's behalf, including, as applicable, the Governing Board, Superintendent, Board of Directors, or Executive Director. This Agreement shall not be effective or binding unless it is in writing and approved by the SCCOE's authorized representative, or authorized designee, as evidenced by their signature as set forth in this Agreement.

9. Electronic Signatures/ Signatures

Unless otherwise prohibited by law or SCCOE policy, the Parties agree that an electronic copy of a signed contract, or an electronically signed contract, has the same force and legal effect as a contract executed with an original ink signature. The term "electronic copy of a signed contract" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed contract in a portable document or other format. The term "electronically signed contract" means a contract that is executed by applying an electronic signature using technology approved by SCCOE.

Authorized Signatures: continued on the next page

Santa Clara County Office of Education

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: _____

Title: _____

Date: _____

Address: Santa Clara County Office of Education
1290 Ridder Park Drive, San Jose, CA 95131

Phone: _____

Email: _____

***(Enter Agency Name)*:**

By: _____
Signature of Authorized Agency Official

Name: _____

Title: _____

Date: _____

Address: _____

Phone: _____

Email: _____

Approved by the Charter Governing Board on:

Date: _____

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____

Signature: _____

v. 11/01/2021

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2026-2027

Master Contract

GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

LEA VOICES COLLEGE BOUND LANGUAGE ACADEMIES

Contract Year 2026-2027

_____ Nonpublic School

X Nonpublic Agency

Type of Contract:

X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

_____ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

_____ Interim Contract: an extension of the previous fiscal year's approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for no more than 90 days after June 30, 2027 at the sole discretion of the LEA. Expiration Date:_____

When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.

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2026-2027 **CONTRACT NUMBER:**

LOCAL EDUCATION AGENCY: Voices College Bound Language Academies

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NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER: Pathways to Inclusion

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract (or "Contract") is entered into on July 1, 2026, between Voices College Bound Language Academies, hereinafter referred to as the local educational agency ("LEA"), a member of the EDCOE Charter SELPA and Pathways to Inclusion (nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or "CONTRACTOR" for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq*. and Title 5 of the California Code of Regulations section 3000 *et seq*., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR's obligation to provide all relevant services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of a student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent.

2. CERTIFICATION AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 et seq and within the professional scope of practice of each provider's license, certification, and/or credential. A current copy of CONTRACTOR's NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such

certification or waiver is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract.

Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2026, to June 30, 2027 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2027 (Title 5 California Code of Regulations section 3062(d)). In the event the contract negotiations are not agreed to by June 30th, the most recently executed Master Contract will remain in effect for 90 days (Education Code 56366(c)(1)). If, after 60 days the Master Contract or individual services agreement has not been finalized, as prescribed

in paragraph (1) of subdivision (a), either party may appeal to the county superintendent of schools, if the county superintendent of schools is not participating in the local plan involved in the nonpublic, nonsectarian school or agency contract; or the Superintendent, if the county superintendent of schools is participating in the local plan involved in the contract, to negotiate the contract. Within 30 days of receipt of this appeal, the county superintendent of schools or the Superintendent, or the individual designee, shall mediate the formulation of a contract, which shall be binding upon both parties (Education Code 56366 (c) (2)). No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each ISA, and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation, and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA

6. INDIVIDUAL SERVICE AGREEMENT ("ISA")

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate

degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

e The term "license" means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).

f. "Parent" means:

i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

ii. a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child,

iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,

iv. a surrogate parent,

v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

vi. Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, , including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors.

CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

10. SEVERABILITY CLAUSE

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

14. TERMINATION

CONTRACTOR or LEA may terminate this Master Contract or an ISA for cause. "Cause" shall not include the availability of a public class initiated during the period of the contract or student behaviors known to CONTRACTOR at the time of student's placement, unless the parent and LEA agree to a change of student's placement at an IEP team meeting, or pursuant to lawful order from an administrative agency or court of competent jurisdiction.

To terminate the Master Contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. To terminate the ISA, either party shall give twenty (20) days prior written notice.

15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

$2,000,000 per occurrence
$ 500,000 fire damage
$ 5,000 medical expenses
$1,000,000 personal & adv. injury
$3,000,000 general aggregate
$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a $1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy**,** with the following limits:

$1,000,000 per occurrence
$2,000,000 general aggregate

E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

F. Any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.

G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.

H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC**), the following insurance policies are required:

A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

$3,000,000 per occurrence
$6,000,000 in General Aggregate**.**

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above $100,000 without the prior written approval of the LEA.

B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

C. **Commercial Auto Liability** coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

D. **Fidelity Bond** or **Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be $250,000 per occurrence, with no self-insured retention.

E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of $3,000,000 per occurrence and $6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors ("LEA Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors ("CONTRACTOR Indemnities") harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers LEA employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA's indemnification obligations under this Master Contract.

17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student's IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student's IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student's IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related

services as specified in the student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student's enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student's IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student's parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student's parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student's receipt of special education and/or related services as specified in the student's IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq.

When CONTRACTOR is a NPS, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student's IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards ("CCSS") for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract.

CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

24. CLASS SIZE

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary, during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school year calendar with the total number of billable days not to exceed one hundred and eighty (180) days for the regular school year, plus twenty (20) extended school year billable days or the equivalent number of days as the LEA's extended school year calendar, if different. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. CONTRACTOR must submit

any calendar changes to LEA in writing at least ten (10) business days prior to proposed change in order to be eligible for payment based upon the new calendar, if approved. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP or ISA, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral

restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code sections 49000, *et seq.,* 49005, *et seq*., 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with state and federal law and implementing regulations. If the IEP team

determines that a student's behavior impedes the individual learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Emergency interventions are those interventions used with a student during the time they present a serious, dangerous behavior that staff has determined to be present a clear and present danger to self or others, which requires a non-violent physical intervention to protect the safety of student, self, or others that cannot be prevented by use of a less restrictive technique. Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency intervention is used ; or when a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. A behavior emergency report form must be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall also notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If applicable, the IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both. If the student already has a BIP, and the incident involved a previously unseen or new serious behavior, or if preexisting behavioral interventions in the BIP were ineffective, CONTRACTOR shall schedule with LEA an IEP meeting to review and determine the need to modify the BIP.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;

5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities;
6. prone restraint;
7. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
8. an intervention that precludes adequate supervision of the individual;
9. an intervention that deprives the individual of one or more of the individual's senses.

CONTRACTOR shall comply with Education Code sections 49005.8, 56521.1 and 56521.2. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places the staff member's body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Use prone restraint, including but not limited to prone containment.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of the individual IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

If CONTRACTOR is an NPS, CONTRACTOR shall ensure private and confidential communication, including telecommunication, between a pupil of the NPS and members of the pupil's IEP team and the CDE's Constituent Services Office, at the pupil's discretion.

33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756.* A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq*.; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements. Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

INDIVIDUAL TRANSITION PLANNING – AB 438, Approved on September 28, 2024

Effective July 1, 2025, if determined appropriate by the pupil's IEP team, beginning when the pupil starts their high school experience and not later than when the pupil is 16 years of age or younger, as appropriate and annually thereafter, a statement of needed transition services shall be included in the pupil's individualized education program. If the individualized education program team determines that the pupil would benefit from the postponement of the inclusion of appropriate measurable postsecondary goals and transition services until 16 years of age, rather than when the pupil begins their high school experience, the individualized education program team shall appropriately justify the basis for that postponement. (EC section 56043(h).)

38. STUDENT CHANGE OF RESIDENCE

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

39. WITHDRAWAL OF STUDENT FROM PROGRAM

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.); shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type; and shall submit to all monitoring requirements specific to out-of-state NPS contractors set forth in Education Code 56366.1 and Section 43 below

42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate; 49530 et seq; and 49550 et seq.

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

43. MONITORING

The State Superintendent of Public Instruction ("Superintendent"), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j) and (k) as applicable. This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance, as well as pupil perceptions, progress, and concerns, as required by law. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil's IEP, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, a walkthrough of the facility, and, for a pupil placed in an NPS located outside of California, an in-person interview with the pupil, in a manner consistent with the pupil's IEP, to evaluate the pupil's health and safety. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE, using the "Local Educational Agency Onsite Visit for Nonpublic School" form developed and published by the department on CDE's internet website, including additional findings required by the CDE specific to NPS located outside California, if applicable, within 60 calendar days of the onsite visit.

If CONTRACTOR is an NPS located outside of California, the LEA or SELPA shall conduct at least quarterly check-ins with a pupil placed by the LEA pursuant to a master contract, through an unmonitored telephone call, in a manner consistent with the pupil's IEP.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees and student(s) placed by the LEA, and

review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

PERSONNEL

44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).
In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq*. and 45350 *et seq*. Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal

complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public-school campus, sign in/out procedures shall be followed by NPS/A providers working in a public-school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public-school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

HEALTH AND SAFETY MANDATES

49. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq*. and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

50. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

51. ADMINISTRATION OF MEDICATION

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

52. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

53. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and

procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

54. SEXUAL HARASSMENT

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

55. REPORTING OF MISSING CHILDREN

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE

certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employees.

57. RIGHT TO WITHHOLD PAYMENT

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

58. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

59. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of

substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5^{th}) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.

b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and

CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and CONTRACTOR shall implement LEA student's IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

61. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student pupils as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an

independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

(a) The CONTRACTOR and any of its shareholders, partners, or executive officers are <u>not</u> presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

64. PAYMENT FOR ROOM AND BOARD

When CONTRACTOR is an NPS associated with an RTC (NPS/RTC), CONTRACTOR shall be eligible for Room and Board payments on dates that the student was actually in attendance and received Room and Board services, payable for up to a maximum of 365 billable days or 366 days during a leap year, which may include a maximum of ten (10) days per Contract year when the student's bed is unoccupied due to home visits of a therapeutic nature, unless otherwise mutually agreed upon by CONTRACTOR and LEA. Any payment for additional days in special circumstances, such as a student's hospitalization or extended home visits exceeding ten (10) days in a Contract year, requires prior written approval from both the LEA and the CONTRACTOR.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1st day of July, 2026 and terminates at 5:00 P.M. on June 30, 2027, unless sooner terminated as provided herein.

CONTRACTOR	**LEA**
Pathways to Inclusion	Voices Academies
Nonpublic School/Agency	**LEA Name**
By: _____ **Signature** **Date**	**By:** _____ **Signature** **Date**
_____ **Name and Title of Authorized Representative**	_____ **Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:	**Notices to LEA shall be addressed to:**
Meghann Cazale **Name and Title**	**Name and Title**
Pathways to Inclusion **Nonpublic School/Agency/Related Service Provider**	**LEA**
P.O. Box 1313 **Address**	**Address**
Woodbridge CA 95258 **City** **State** **Zip**	**City** **State** **Zip**
Phone **Fax** (350)221-5128	**Phone** **Fax**
Email mcazale@pathwaystoinclusion.org	**Email**

EXHIBIT A: 2026-2027 RATES

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: _____
The CONTRACTOR CDS NUMBER: _____

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: _____

Maximum Contract Amount: _____

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

1) Daily Basic Education Rate: _____

2) Inclusive Education Program
(Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: _____

3) Related Services

SERVICE	RATE	PERIOD
Intensive Individual Services (340)		
Language and Speech (415)		
Adapted Physical Education (425)		
Health and Nursing: Specialized Physical Health Care (435)		
Health and Nursing: Other Services (436)		
Assistive Technology Services (445)		
Occupational Therapy (450)		
Physical Therapy (460)		
Individual Counseling (510)		
Counseling and Guidance (515)		
Parent Counseling (520)		
Social Work Services (525)		
Psychological Services (530)		
Behavior Intervention Services (535)		
Specialized Services for Low Incidence Disabilities (610)		
Specialized Deaf and Hard of Hearing (710)		

Interpreter Services (715)		
Audiological Services (720)		
Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (900)		

PATHWAYS TO INCLUSION

26/27 Rate Sheet: Bay Area

IEP SERVICES:

ASSISTIVE TECHNOLOGY:	$175 PER HOUR
BEHAVIOR INTERVENTION:	$175 PER HOUR
TRANSITION:	$125 PER HOUR
SPECIALIZED ACADEMIC INSTRUCTION	$135 PER HOUR
EDUCATIONALLY RELATED MENTAL HEALTH:	$160 PER HOUR
PSYCHOLOGICAL SERVICES:	$160 PER HOUR
IEP WRITING (DRAFT ANNUAL IEP):	$500 PER DRAFT
IEP WRITING (DRAFT OF TRIENNIAL):	$600 PER DRAFT

IEP MEETING ATTENDANCE BILLED AT RATE OF DISCIPLINE

EVALUATIONS:

EVALUATION, REPORT AND ATTENDANCE AT ONE IEP MEETING (MEETING TIME UP TO 3 HOURS)

ACADEMIC ASSESSMENT:	$1000
ASSISTIVE TECHNOLOGY (AT) ASSESSMENT:	$3000
AAC ASSESSMENT:	$3400
FUNCTIONAL BEHAVIOR ASSESSMENT:	$3000
DRAFT BEHAVIOR INTERVENTION PLAN:	$1750
INDIVIDUAL TRANSITION ASSESSMENT:	$2300
INTENSIVE INDIVIDUAL SERVICE ASSESSMENT:	$3000
PSYCHOEDUCATIONAL ASSESSMENT (WITH ACADEMIC):	$4600
PSYCHOEDUCATIONAL ASSESSMENT (WITHOUT ACADEMIC):	$3600
SPEECH AND LANGUAGE ASSESSMENT:	$3500
EDUCATIONALLY RELATED MENTAL HEALTH ASSESSMENT:	$3000

PROFESSIONAL DEVELOPMENT:

RATE PER DAY: $1600 HALF DAY (4 OR LESS HOURS)/$3000 FULL DAY (4-7 HOURS)
RATE INCLUDES TWO HIGHLY QUALIFIED FACILITATORS, PARTICIPANT ENGAGEMENT STRATEGIES, RESOURCES FOR PARTICIPANTS TO ACCESS, PRACTICAL APPLICATION, ETC

- IEP BEST PRACTICES AND COMPLIANCE
- BEST PRACTICES IN IEP FACILITATION
- BEHAVIOR STRATEGIES
- SUPPORTING STUDENTS WITH EXTENSIVE NEEDS
- BEST PRACTICES IN INCLUSION AND CO-TEACHING
- IEP ADMINISTRATOR DESIGNEE TRAINING
- DISABILITY SPECIFIC TRAININGS (AUT, ED, ID, ETC.)
- LEADERSHIP DEVELOPMENT
- EQUITY DEVELOPMENT
- EXECUTIVE FUNCTIONING
- SUPPORTING STUDENTS WITH LOW-INCIDENCE NEEDS
- UNIVERSAL DESIGN FOR LEARNING
- OTHER PROFESSIONAL DEVELOPMENT AVAILABLE UPON REQUEST

CONSULTATION SERVICES:

INCLUDES ADDITIONAL HOURS FOR IEP MEETINGS, STAFF TRAINING , ETC.

	RATE PER HOUR
BEHAVIOR SUPPORT CONSULTATION	$175
AT/AAC CONSULTATION	$175
SPECIAL EDUCATION BUDGETING AND OVERSIGHT	$225
CDE COMPLIANCE MONITORING OR CALPADS SUPPORT	$225
OVERSIGHT OF IEP IMPLEMENTATION	$225
SPECIAL ED ADMINISTRATOR SUPPORT	$225
COACHING OF SPECIAL EDUCATION LEADERS	$225

RESTORATIVE PRACTICES TRAINING

RESTORATIVE PRACTICES FOR EDUCATORS	$9,000 + COST OF MATERIALS (TRAVEL AND OVERNIGHT ACCOMMODATIONS ARE NOT INCLUDED IN THIS PRICE; NEGOTIABLE DEPENDING ON LOCATIONS)

-MISSED APPOINTMENTS ARE CHARGED AT A REGULAR RATE UNLESS 24 HOUR PRIOR WRITTEN NOTICE OF A STUDENT'S ABSENCE IS RECEIVED.
-PAYMENTS TO BE RECEIVED IN FULL WITHIN 30 DAYS OF RECEIPT OF INVOICE. ADDITIONAL 15% FEE COMPOUNDED WEEKLY ON PAYMENTS NOT RECEIVED WITHIN 30 BUSINESS DAYS. LEA RESPONSIBLE FOR ALL LEGAL AND COLLECTION COSTS IF PAYMENT IS NOT RECEIVED.
-PROFESSIONAL DEVELOPMENTS CANCELLED WITHIN SEVEN DAYS OF PLANNED DATE WILL BE CHARGED A CANCELLATION FEE OF THE FULL PD RATE
-FOR ASSESSMENT SERVICES, 75% WILL BE BILLED UPON COMPLETION OF THE ASSESSMENT/REPORT AND THE REMAINING 25% UPON COMPLETION OF THE IEP MEETING
-TRAVEL TIME APPLIES AT THE HOURLY RATE OF THE DISCIPLINE
-RATES ARE SUBJECT TO CHANGE

BEALS MARTIN

CA License: A, B-396189 • HI License: BC-32315 • Contractors • Developers • Property Managers

May 20, 2026

Jaime Matta
Voices College-Bound Language Academies
6840 Via Del Oro, Suite 160
San Jose, CA 95119

Re: Voices College-Bound Language Academies
2354 Andrade Avenue, Richmond, CA 94804
Preconstruction Services Agreement

We are pleased to submit, for your consideration, the following preconstruction services proposal for the renovation of the existing church building and site at 2354 Andrade Avenue, Richmond, CA 94804, as outlined in the Building Permit drawings prepared by K2A Architecture + Interiors, dated May 2026. The scope of work includes new accessible restrooms, temporary portable restroom building, site accessibility improvements, parking lot re-stripe, and associated mechanical, plumbing, and electrical design.

PRECONSTRUCTION SERVICES

Preconstruction services to be provided by BMI include, but are not limited to, cost estimating, value engineering, scheduling, construction phasing, constructability review, design review meetings with the owner/design team, and input from key subcontractors on building systems and means and methods of construction. More specifically, BMI will:

- Update the conceptual estimate from preliminary plans based on historical costs adjusted for location and time, establishing a mutually agreed control budget itemized into CSI cost systems for each project component.
- Prepare CSI-itemized estimates at 60%, 90% design development and 100% construction document / GMP milestones.
- Provide value engineering input during drawing preparation, focusing on construction methods, details, and cost-effective alternatives.
- Evaluate market conditions and schedule bid calls to obtain the most competitive subcontractor pricing consistent with overall project schedule.
- Prepare a preliminary schedule following initial review of the project, integrating the whole team including approvals, design development, bid packages, and construction activities.
- Update and revise the approved master schedule as necessary to coordinate ongoing activities of all project team members.
- Monitor progress on design and other preconstruction activities, with reports as needed to address responsibility and corrective action items.

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DESIGN BUILD – MECHANICAL, PLUMBING & ELECTRICAL

- Provide mechanical/HVAC design drawings for coordination and city permit, including verification of existing conditions for the area of work.
- Provide plumbing design drawings for new accessible restrooms (Boys, Girls, and two Adult restrooms) including fixture schedules, piping plans, and connection to building systems.
- Provide plumbing provisions for the new temporary portable restroom building.
- Provide electrical design drawings for coordination and city permit
- Address plan-check review comments as required for city permit for all disciplines.
- Provide load calculations, single line diagram, and electrical distribution plan.
- Provide power plans for site electrical work, new restrooms, and corridor as specified.
- Provide lighting plan with interior fixtures, lighting controls, and Title 24 calculations.
- Provide power provisions for temporary portable restroom building.
- Provide electrical specifications for electrical scope of work.
- Provide construction cost analysis / budgeting as requested at specific milestones.
- Provide site visit(s) to verify existing conditions for mechanical, plumbing, and electrical design.
- Requires CAD or Revit backgrounds for electrical design coordination provided by others (K2A)

EXCLUSIONS

- Fees, permits, or cost of bonds.
- Fire Alarm System design.
- Exterior lighting, photometrics, or egress lighting design.
- EV Charger design.
- Telecom or other Low Voltage System design.
- ERRCS (Emergency Responder Radio Coverage System) design.
- Structural calculations or seismic upgrades.
- Civil engineering, traffic analysis, CEQA, site topo, or surveying.
- Landscape design or irrigation.
- LEED certification or energy rebate application preparation.
- Design using Revit or other BIM software (unless CAD/Revit backgrounds are provided by the architect).
- Fire sprinkler design or modifications.
- Any scope beyond the area of work shown on Building Permit drawings dated May 2026.
- Off-site utility work.
- Prevailing Wage, Davis Bacon Act Wages.

CA License: A, B-396189 • HI License: BC-32315 • Contractors • Developers • Property Managers

GENERAL CLARIFICATIONS

- Work requested beyond the scope defined above shall be considered “Extra Work” and will not be performed without prior written authorization and agreement to additional fees.
- Design drawings are for BMI use and permit integration into the specified project. They contain the same copyright and intellectual property protections as physical drawings. No copying or transmission to third parties is permitted without written consent.
- Beals Martin services will be conducted within the limits prescribed by this agreement, in a manner consistent with the level of care and skill ordinarily exercised by members of the same profession currently practicing in the same locality under similar conditions. No guarantee, warranty, or representation expressed or implied is included herein.
- If the project proceeds to construction, the parties will engage in good faith efforts to negotiate a further, separate construction agreement based on BMI’s standard form of agreement between owner and contractor.

COMPENSATION

Owner shall pay Contractor for preconstruction services as follows:

Scope Item	Fee
Budgeting / Cost Estimating / Meetings	$ 4,500
Scheduling	$ 1,000
Constructability Review	$ 1,500
Mechanical / HVAC Design	$ 5,000
Plumbing Design – New Restrooms & Portable Restroom Connection	$ 5,000
Electrical Design – Power, Lighting & Title 24	$ 11,575
TOTAL	**$ 28,575**

INVOICING FOR SERVICES

Following completion of the services applicable to each scope of work listed above, or agreement by Owner to consider an interim invoice, Beals Martin shall submit an invoice in a form satisfactory to the Owner, in an amount not to exceed the portion of the preconstruction services fee identified above.

TIMING OF PAYMENT

Owner shall pay Contractor for all undisputed amounts approved under this Agreement no later than fifteen (15) calendar days from the date of receipt of invoice.

IN WITNESS WHEREOF, the parties have executed this Preconstruction Services Agreement to be effective as of the day and year first written above.

Owner Signature	Contractor: Beals Martin and Associates, Inc.
By	By
Name	Brandon A. Ortmann Name
Title	Executive Vice President Title



Renewal for

Voices College-Bound Language Academies

SchoolMint

Q-22204

Expires on:
8/1/2026

SchoolMint Inc.
319 Monroe Street
Lafayette, LA 70501
orders@schoolmint.com

This Order Form (this "Agreement") is entered into as of

(the "Effective Date"), by and between Voices College-Bound Language Academies("Client"), and SchoolMint Inc., a Delaware corporation ("SchoolMint"); for a subscription to one or more of SchoolMint's Software-as-a-Service programs, related software, documentation and/or services related thereto as set forth below (collectively, the "Services"); subject to the terms set forth in the Terms of Service entered into as of the Effective Date by and between SchoolMint and Client, which are incorporated and made a part of this Order Form.

Subscription Term
Access to the services described below shall remain in effect from 8/1/2026 until 7/31/2027.

Licensed Services and Associated Fees
The following Services are licensed for Client use.

Period 1: 8/1/2026-7/31/2027

PRODUCT NAME	DESCRIPTION	QTY	EXTENDED
SM Charter - Application	A multi-step application web-based portal for parents to submit multiple school applications	1,500	$10,292.65
SM Charter - Lottery	A system that runs all eligible applicants through a customized algorithm to blindly select students based on selection criteria and available seats the program/school	1,500	$5,146.32
SM Registration	An online enrollment process for new students to the district	1,500	$2,315.25
SM Re-Enrollment	Re-enrollment component for current students already enrolled within the district	1,500	$3,472.88
PowerSchool-Legacy API Connector-Enrollment	API connector for Powerschool SIS and SM Enrollment	1,500	$1,125.00
		Period 1: 8/1/2026-7/31/2027 TOTAL:	$22,352.10

Discounts, if any, are only applicable to the first year of the subscription term. All renewals will be at SchoolMint's then current rates.

Invoices for all software, services, and products will be issued in full on a net 30 basis within three business days of contract/Order Form signing (or PO receipt, if applicable), unless alternate payment terms are requested and agreed upon prior to the contract's execution.

Services

All unused services purchased expire after 12 months. There are no refunds or credits issued for unused services.

Role Definition and Agreement: The undersigned is authorized to bind the Client including, without limitation, to approve and execute the Agreement, make changes to the Agreement, and to serve as the primary point of communication between Client and SchoolMint. The undersigned acknowledges that, in the event of any conflicts, SchoolMint's Terms of Service, any Scope of Work, and Order Form (Collectively, "This Agreement") shall prevail over any other terms and conditions, including but not limited to the Client's Purchase Order.

By signing below, I hereby acknowledge that I have received, read, and am authorized to accept Schoolmint's

\Terms of Service (v1.24)1\

Terms of Service v1.24

(https://schoolmint.com/terms-of-service/)

and

\DPA1\

Data Privacy Agreement

(https://schoolmint.com/student-data-privacy-agreement/).

Voices College-Bound Language Academies	**SchoolMint Inc.**
By:	By:
_____	_____
Name: Nancy Ortiz	Name:
_____	_____
Title:	Title:
_____	_____
Date:	Date:
_____	_____

Client Information Sheet

Main Contact

Name _____

Phone _____

Email Address _____

Address _____

Title _____

Secondary Contact

Name _____

Phone _____

Email Address _____

Title _____

Technical Contact

Name _____

Phone _____

Email Address _____

Title _____

Billing/Invoicing Contact:

Organization Name that should appear on the Invoice: _____

Attention to & Address Invoice Should be Sent to: _____

Phone _____

Email Address _____

Please confirm with your procurement department if a PO is required prior to invoicing. If required, please indicate below and submit a copy to **orders@schoolmint.com** along with this order form to avoid delays.

PO required?

Tax Exempt?

If tax exempt, a copy of your tax exemption certificate must be submitted along with this order form.

docusign

Certificate Of Completion

Envelope Id: D73261FD-CADE-8A73-824A-6B517517BAFA
Status: Sent
Subject: SchoolMint Quote ready to be signed! Q-22204-Voices College-Bound Language Academies
Source Envelope:
Document Pages: 4
Signatures: 0
Certificate Pages: 5
Initials: 0
AutoNav: Enabled
EnvelopeId Stamping: Enabled
Time Zone: (UTC-06:00) Central Time (US & Canada)

Envelope Originator:
Alexis Lanier
319 Monroe St
Lafayette,, LA 70501
alexis.lanier@schoolmint.net
IP Address: 155.226.129.248

Record Tracking

Status: Original
4/28/2026 10:28:09 AM
Holder: Alexis Lanier
alexis.lanier@schoolmint.net
Location: DocuSign

Signer Events	Signature	Timestamp
Nancy Ortiz nortiz@voicescharterschool.com Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 6/18/2026 12:50:25 PM ID: f40e1539-2b6a-4023-b53b-399e8376ffdd		Sent: 4/28/2026 10:28:24 AM Resent: 6/18/2026 12:11:47 PM Viewed: 6/18/2026 12:50:25 PM
Elva Resillez elva.resillez@schoolmint.net Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign		

In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Alexis Lanier alexis.lanier@schoolmint.net Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via Docusign		
RevOps Orders Team orders@schoolmint.net Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Accepted: 5/13/2024 1:14:26 PM ID: 245f422e-015e-4885-9e67-d981e0328e27		

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	4/28/2026 10:28:24 AM
Envelope Updated	Security Checked	6/18/2026 12:11:46 PM
Envelope Updated	Security Checked	6/18/2026 12:11:46 PM
Envelope Updated	Security Checked	6/18/2026 12:11:46 PM
Envelope Updated	Security Checked	6/18/2026 12:11:46 PM
Envelope Updated	Security Checked	6/18/2026 12:11:46 PM
Envelope Updated	Security Checked	6/22/2026 7:34:18 AM
Envelope Updated	Security Checked	6/22/2026 7:34:18 AM
Envelope Updated	Security Checked	6/22/2026 7:34:18 AM

Payment Events	Status	Timestamps

Electronic Record and Signature Disclosure

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, SchoolMint- Sales Team (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a $0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact SchoolMint- Sales Team:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:
To contact us by email send messages to: matthew.motley@schoolmint.net

To advise SchoolMint- Sales Team of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at matthew.motley@schoolmint.net and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from SchoolMint- Sales Team

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to matthew.motley@schoolmint.net and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with SchoolMint- Sales Team

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to matthew.motley@schoolmint.net and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: https://support.docusign.com/guides/signer-guide-signing-system-requirements.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

By selecting the check-box next to 'I agree to use electronic records and signatures', you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify SchoolMint- Sales Team as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by SchoolMint- Sales Team during the course of your relationship with SchoolMint- Sales Team.

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CharterSAFE
BE SAFE • FEEL SAFE

2026-2027 Membership Renewal Proposal

Prepared for Named Member:

Voices College-Bound Language Academies

Coverage Effective:

July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 21, 2026 at 12:42 pm

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

Dear Nancy,

CharterSAFE is pleased to present your membership renewal for the 2026-2027 year. Your membership includes the following:



For a more detailed listing of our member services, please contact your primary member servicer Kobié Jacobs at kjacobs@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

We look forward to working with you in the 2026 -2027 year!

Thank you,

The CharterSAFE Team

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MEMBER CONTRIBUTION SUMMARY

Named Member:

Voices College-Bound Language Academies

Coverage Effective: July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Liability & Property Package Member Contribution	**$414,477.00**

Core Liability Program
- Directors & Officers Liability
- Employment Practices Liability
- Fiduciary Liability
- General Liability
- Employee Benefits Liability
- Educator's Legal Liability
- Childhood Sexual Assault Liability
- Law Enforcement Liability
- Automobile Liability & Physical Damage

Crime
Property
Student & Volunteer Accident

Additional Program Coverages
- Pollution Liability and First Party Remediation
- Terrorism Liability and Property
- Cyber Liability
- Deadly Weapons Protection

Workers' Compensation & Employer's Liability Member Contribution	**$172,444.00**
Total Member Contribution	**$586,921.00**
Member can choose one of two payment options when accepting the proposal online	**Payment in Full** - Due Upon Signing - $586,921.00 **Installment Plan** • Deposit (25%) - Due Upon Signing - $146,730.00 • 9 Monthly Installments - $48,910.00

You are currently enrolled in the CharterSAFE ACH program. The required payment will be processed once a signed proposal is received, based upon the payment option that you have chosen. To make any changes to your enrollment in the CharterSAFE ACH program, or if you have any special payment requests, please email Pilar Archer at parcher@chartersafe.org.

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"
4. Payment is due upon signing of the proposal

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

6840 Via Del Oro, Suite 205
San Jose, CA 95119

Member contributions are calculated based on the exposures provided in the renewal application. The below represents the total sum of all scheduled locations as well as a breakdown by location.

Student Count	**1,802**
Employee Count	**196**
Annual Estimated Payroll	**$14,518,829.24**
Total Insured Value	**$26,259,113.00**
Building Value (owned or required to insure)	$24,643,500.00
Tenant Improvements	$0.00
Portable Value	$0.00
Content Value	$1,282,501.00
Electronic Data Processing (EDP) Value	$333,112.00
Number of Portables	**0**

Scheduled Locations and Breakdown of Exposures

Location ID: 21436
Voices College Bound Language Academy At Stockton: 321 E Weber Ave.
Stockton, CA, 95202
Leased/Owned: **Leased**

Students:	**174**
Employees:	**24**
Payroll:	**1,391,240.00**
Total TIV:	**6,914,250.00**
Building Value:	6,825,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	52,500.00
EDP Value:	36,750.00
# of Portables:	**0**

Location ID: 22499
Voices College Bound Language Academy At West Contra Costa: 201 28th St.
Richmond, CA, 94804
Leased/Owned: **Leased**

Students:	**430**
Employees:	**34**
Payroll:	**2,911,100.00**
Total TIV:	**75,000.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	37,500.00
EDP Value:	37,500.00
# of Portables:	**0**

Location ID: 25939
Voices College Bound Language Academy At West Contra Costa: 2354 Andrade Avenue
Richmond, CA, 94804
Leased/Owned: **Leased**

Students:	**60**
Employees:	**12**
Payroll:	**633,000.00**
Total TIV:	**0.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	0.00
EDP Value:	0.00
# of Portables:	**0**

Location ID: 19121
Voices College-Bound Language Academies CMO: 6840 Via Del Oro, Suite 160
San Jose, CA, 95119
Leased/Owned: **Leased**

Students:	**0**
Employees:	**20**
Payroll:	**2,524,314.24**
Total TIV:	**75,000.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	37,500.00
EDP Value:	37,500.00
# of Portables:	**0**

Location ID: 22053
Voices College-Bound Language Academy At Morgan Hill: 16505 Monterey Road
Morgan Hill, CA, 95037
Leased/Owned: **Leased**

Students:	**456**
Employees:	**41**
Payroll:	**2,703,775.00**
Total TIV:	**9,712,502.00**
Building Value:	9,712,500.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	1.00
EDP Value:	1.00
# of Portables:	**0**

Location ID: 14195
Voices College-Bound Language Academy At Mt. Pleasant: 14271 Story Rd.
San Jose, CA, 95127
Leased/Owned: **Leased**

Students:	**290**
Employees:	**26**
Payroll:	**1,716,100.00**
Total TIV:	**517,650.00**
Building Value:	0.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	367,500.00
EDP Value:	150,150.00
# of Portables:	**0**

Location ID: 14193
Voices College-Bound Language Academy: 715 Hellyer Ave
San Jose, CA, 95111
Leased/Owned: **Leased**

Students:	**392**
Employees:	**39**
Payroll:	**2,639,300.00**
Total TIV:	**8,964,711.00**
Building Value:	8,106,000.00
Tenant Improvements:	0.00
Portable Value:	0.00
Content Value:	787,500.00
EDP Value:	71,211.00
# of Portables:	**0**

Vehicles

None scheduled.

CORE LIABILITY PROGRAM

Core Liability Program Coverage Limits: **$55,000,000** Per Member Aggregate

Directors & Officers, Employment Practices, and Fiduciary Liability

Directors & Officers Liability Retroactive Date: **07/01/2011**
Employment Practices Liability Retroactive Date: **07/01/2011**
Fiduciary Liability Retroactive Date: **07/01/2012**

Coverages	Limits	Deductibles
Directors & Officers and Company Liability	$5,000,000 per **claim** and Named Member aggregate	$15,000.00 per **claim**
Employment Practices Liability	$5,000,000 per **claim** and Named Member aggregate	$25,000.00 per **claim**
Fiduciary Liability	$1,000,000 per **claim** and Named Member aggregate	$0
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

General Liability

Coverages	Limits	Deductibles
Bodily Injury and Property Damage	$5,000,000 per occurrence and Named Member aggregate	$0 $2,500 per occurrence for bodily injury arising out of participation in a school sponsored *High-Risk Activity**
Premises Medical Payment	$10,000 per person $50,000 per occurrence	$0
Products and Completed Operations	$5,000,000 per occurrence and Named Member aggregate	$0
Fire Legal/Damage to Premises Rented Sublimit	$1,000,000 per occurrence	$0

*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Kobié Jacobs at kjacobs@chartersafe.org

Employee Benefits Liability

Coverages	Limits	Deductibles
Employee Benefits Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Educator's Legal Liability

Coverages	Limits	Deductibles
Educator's Legal Liability	$5,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Special Education Program Legal Expense Coverage - Reimbursement Sublimit	$50,000 per occurrence/ aggregate reimbursement sublimit $5,000,000 CharterSAFE Members' Combined Annual Aggregate	$7,500 per occurrence

Childhood Sexual Assault Liability

Childhood Sexual Assault Liability Retroactive Date: **07/01/2021**

Coverages	Limits	Deductibles
Childhood Sexual Assault Liability	$5,000,000 per **claim** and Named Member aggregate	$0 if training mandate* is fulfilled $125,000 if training mandate* is not fulfilled
Reporting:	Claims must be reported immediately to CharterSAFE and to not exceed sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	
***Training Mandate** Members must complete the CharterSAFE Mandated Reporter Training in compliance with State and Federal requirements. Should a loss occur, if all employees involved, including mandated reporters, respectively completed the CharterSAFE Mandated Reporter Training, the deductible is waived. If not all employees involved completed the CharterSAFE Mandated Reporter Training, there is a $125,000 deductible.		
CLAIM means: a CLAIM or **SUIT** arising out of **CHILDHOOD SEXUAL ASSAULT**, **CHILD ABUSE** or **NEGLECT** will be deemed first made against a **COVERED PARTY** during the **PERIOD OF COVERAGE** and reported to **CCS JPA** as required by the reporting condition shown in SECTION IV CONDITIONS.		

Investigation Coverage (NEW)

Coverages	Limits	Deductibles
Childhood Sexual Assault, Abuse or Neglect Investigation	$25,000 per Incident and $50,000 Named Member aggregate	$0 if training mandate* is fulfilled
Coverage: To pay the expense of an investigation of facts or circumstances of a reported incident that may give rise to a **CLAIM** or **SUIT** involving any actual or alleged **CHILDHOOD SEXUAL ASSAULT**, **CHILD ABUSE** or **NEGLECT** against **NAMED MEMBER**.		

Law Enforcement Activities Liability

Coverages	Limits	Deductibles
Law Enforcement Activities Liability	$5,000,000 per occurrence and Named Member aggregate	$0

Automobile

Coverages	Limits	Deductibles
Auto Liability, including autos scheduled with CharterSAFE, non-owned autos, and hired autos	$5,000,000 per occurrence and Named Member aggregate	$0
Auto Physical Damage*	$2,000,000 per occurrence and Named Member aggregate	$0 $1,000 per occurrence for Hired Auto Physical Damage
*Auto Physical Damage described herein for hired automobiles is secondary to any/all rental coverage offered by the rental company(ies). CharterSAFE strongly advises our members to purchase auto physical damage when renting vehicles.		

Excess Liability - SELF

Coverage Provided by:	Schools Excess Liability Fund (SELF)
Coverage:	Excess Liability with separate Memorandum of Coverage with separate terms, conditions, and exclusions.
Limits:	$50,000,000 per occurrence/ **claim** and member aggregate as outlined by the SELF Memorandum of Coverage. This coverage is excess of the $5M limits above to total a limit of $55M.

CharterSAFE is a single member of SELF, a not-for-profit scholastic JPA in California, for excess liability coverage. Please note that SELF is a separate entity from CharterSAFE and carries a separate Memorandum of Coverage with different terms, conditions, and exclusions. You can access SELF JPA's information at www.selfjpa.org.

Employment Practices Liability coverage within the SELF layer includes ONLY these three types: wrongful termination, discrimination, and/or sexual harassment.

CRIME

Coverages	Limits	Deductibles
Money and Securities	$1,000,000 per occurrence and Named Member aggregate	$2,500 per occurrence
Forgery or Alteration		$2,500 per occurrence
Employee Dishonesty		$5,000 per occurrence
Computer and Funds Transfer Fraud		$2,500 per occurrence

PROPERTY

Perils Include: Direct Physical Loss subject to all the terms, conditions, and exclusions established in the applicable policy(ies)

Valuation: Replacement Cost as scheduled with CharterSAFE, see "Exposures & Locations" section

Coverages	Limits	Deductibles
Property	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence for all other covered perils **Causes of Loss:** 1. Water Damage: $2,500 per occurrence 2. Wildfire: $10,000 per occurrence
Boiler & Machinery / Equipment Breakdown	As scheduled with CharterSAFE subject to the maximum limit of $100,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate. See "Exposures & Locations" section for scheduled limits. Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence
Business Interruption	$10,000,000 per occurrence	$1,000 per occurrence
Extra Expense	$5,000,000 per occurrence and $10,000,000 CharterSAFE Members' Combined Annual Aggregate	$1,000 per occurrence

PLEASE NOTE:

Renovation and construction projects valued over $200,000 in hard and soft costs are not covered unless specifically endorsed onto the policy. If you have a renovation/construction project valued over $200,000 in hard and soft costs, please contact your CharterSAFE Representative: Kobié Jacobs at kjacobs@chartersafe.org. CharterSAFE is able to endorse builder's risk coverage for renovation projects up to $10,000,000 onto your policy. Additional member contribution would apply.

Optional Flood and/or Earthquake Coverage: If interested in obtaining a separate policy for flood and/or earthquake coverage, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

STUDENT AND VOLUNTEER ACCIDENT

Coverages	Limits	Deductibles
Student Accident	$50,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
Volunteer Accident	$25,000 per injury/accident 104 Week benefit period	$2,500 per injury/accident for *High-Risk Activities**
*A list of *High-Risk Activities* is available at www.chartersafe.org or you may contact Kobié Jacobs at kjacobs@chartersafe.org		

Terms & Conditions:

- Coverage is provided on an excess basis but would become primary should the student or volunteer not have health insurance.
- Claim submission deadline: Ninety (90) days after the date of incident.

Optional Catastrophic Student Accident Coverage:

If interested in obtaining higher limits with or without sports included, please contact:

Gallagher
2050 Main Street, Suite 1250
Irvine, CA 92612

Kiki Goldsmith
Client Service Executive
kiki_goldsmith@ajg.com
949-349-9842

ADDITIONAL PROGRAM COVERAGES

Pollution Liability and First Party Remediation

Coverages	Limits	Deductibles
Pollution Liability and First Party Remediation	$1,000,000 per pollution condition or indoor environmental condition and aggregate $5,000,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$10,000 per pollution condition
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Liability

Coverages	Limits	Deductibles
Terrorism Liability	$5,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate	$0
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

Terrorism Property

Coverages	Limits	Deductibles
Terrorism Property	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence and CharterSAFE Members' Combined Annual Aggregate See "Exposures & Locations" section for schedule limits Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$1,000 per occurrence

Cyber Liability

Coverages	Limits	Deductibles
Cyber Liability	$1,000,000 per **claim** $10,000,000 CharterSAFE Members' Combined Annual Aggregate	*Varies Based on Levels Noted Below
Ransomware Sublimits (inclusive with Cyber Liability Coverages)	Qualification Level 1 $1,000,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 2 $500,000 ransom payment sublimit* $1,000,000 ransomware limit Qualification Level 3 $50,000 ransom payment sublimit* $750,000 ransomware limit	Level 1 $10,000 per **claim** Level 2 $25,000 per **claim** Level 3 $75,000 per **claim**
Reporting:	Claim must be reported to CharterSAFE within sixty (60) days after policy expiration. **Coverage is provided on a claims-made basis.**	

***Requirement for Coverage to be in effect:**

Qualification Level 1 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud or offline using separate credentials; (3) implemented an EDR tool or MDR service.
Qualification Level 2 - submitted cyber application and have implemented (1) MFA for all remote systems access by faculty, staff, and contractors; (2) backup data is stored in a cloud of offline using separate credentials.
Qualification Level 3 - Members who did not submit a cyber application, do not meet the security requirements, and/or net income of budget is less than or equal to $0.

If a Named Member is controlled or managed by a single entity, group or board of directors, or governed under the terms of a common charter or set of bylaws, or has data under its care, custody and control in a shared network environment with any other Named Member they will share a single limit.

Deadly Weapons Protection

Coverages	Limits	Deductibles
Deadly Weapons Protection	$500,000 per occurrence of a Deadly Weapon Event $2,500,000 CharterSAFE Members' Combined Annual Aggregate Coverage will be provided to locations scheduled and appropriately valued with CharterSAFE.	$0

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

CharterSAFE

BE SAFE • FEEL SAFE

WHAT STRENGTHENS ONE SCHOOL STRENGTHENS US ALL

THANK YOU
FOR BEING A
CharterSAFE MEMBER

Protecting Schools. Promoting Safety. Customizing Insurance.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

VENDED MEAL SERVICES

Master Copy



15 JUNE 2026

RFP #2026 -27

ATTENTION TO

NANCY ORTIZ

6840 VIA DEL ORO, SUITE 205

SAN JOSE, CA 95119 6

REVOLUTIONFOODS

healthy meals for all

BREAKFAST | LUNCH | SNACK | SUPPER

PROPOSAL

This proposal includes trade secret, confidential and proprietary information of Revolution Foods that is being submitted voluntarily and would not be provided to the school district or any Government body were it subject to disclosure. This information shall not be disclosed outside the school district and shall not be duplicated, used or disclosed in whole or in part for any purpose other than to evaluate this proposal. If, however, a contract is awarded to Revolution Foods as a result of this proposal, the school district shall have the right to duplicate, use or disclose the information to the extent required by law. This restriction does not limit the Government's right to use information contained in this proposal if it is obtained from another source without restriction. The information subject to this restriction is contained in the sheets marked "Confidential". Such information shall not be released under any applicable state or local freedom of information or public records act without notice to Revolution Foods, and Revolution Foods being given the opportunity to object to such disclosure

Cover Letter

Greetings Voices College-Bound Language Academies,

Thank you for the opportunity to continue our partnership for the 2026–2027 school year. As a long-term partner serving Voices College-Bound Language Academies schools, we approach this proposal with a deep understanding of your campuses, your students, and your community.

Revolution Foods was founded in Oakland with the mission of improving access to nutritious meals for students, and that commitment continues to guide our work today. Voices has been an important part of that journey, and we value the strong partnership we have built together over the years. We are especially grateful for the confidence your team has shown in Revolution Foods, including serving as a reference for our organization as we pursue new partnerships throughout California. Throughout our partnership, we have worked closely with your team to strengthen operations, improve student engagement, and support participation growth across your campuses. This progress has been driven through menu refinement aligned to student preferences, operational coordination at the site level, and consistent communication between our teams. We have also invested in student engagement efforts, including signage, taste tests, Grill Days, and feedback tools that help us better understand what students want from their meal program.

Our Northern California operations, supported by our San Lorenzo culinary and distribution facility, are designed to provide reliable service, responsive support, and operational flexibility across multiple campuses. We have continued investing in our San Lorenzo operations, including assembly line robotics and production enhancements that support recipe consistency, accurate portioning, and improved operational efficiency while maintaining high-quality meal execution.

We remain fully committed to compliance with National School Lunch and School Breakfast Program requirements, including Offer Versus Serve implementation, support for special dietary needs, and adherence to Buy American and California sourcing standards. As a Certified B Corporation and Public Benefit Corporation, Revolution Foods is also committed to operating responsibly in the communities we serve through expanded compostable tray initiatives and sustainable operational practices designed to reduce waste while supporting high-quality meal service.

For nearly 20 years, Revolution Foods has remained focused on serving schools and students throughout California. While providers may enter and exit the marketplace, our commitment to operational excellence, financial stability, and long-term partnership has remained constant. We believe that consistency matters, particularly when serving students every day. Voices has already seen what a strong partnership can deliver. We are proud of the progress we have made together and look forward to continuing that work with consistency, collaboration, innovation, and a shared commitment to serving your students well every day.

With deep appreciation,



Drew Helmey; SVP, Sales, Marketing & Customer Experience
Authorized Corporate Officer for Binding Contract
Dhelmey@revolutionfoods.com

By signing this cover letter, I (we) certify that the information contained in this proposal is accurate, and that all attachments required to be submitted as part of the proposal are certified to be true and binding upon our company.

Legal Name	**Revolution Foods, PBC**
Federal Tax ID:	14-1955846
SFA Liaison:	Drew Helmey; dhelmey@revolutionfoods.com
Mailing Address:	5743 Smithway Street Ste 103, Commerce, CA 90040
Contact Numbers:	Office (323) 838-5555

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Vendor Contact Information

Legal Name & Mailing Address of Organization
Revolution Foods, PBC
5743 Smithway St, Ste 103
Commerce, CA 90040
(323) 838-5555
www.revolutionfoods.com

Federal Tax ID #
14-1955846

Primary Proposal Contact
Drew Helmey
SVP, Sales, Marketing & Customer Experience
(832) 524-3026
dhelmey@revolutionfoods.com

Principal of the Organization
George Blanco
Chief Executive Officer
gblanco@revolutionfoods.com

Additional Company Contacts
Jonathan Diaz
Senior Director of Business Development
(925)325-8747
jdiaz@revolutionfoods.com

Meal Preparation Facility
2400 Grant Ave, San Lorenzo, CA 94580

Evaluation of Proposal

Points	Criteria	Minimum Standard	Evidence Required
30	Cost	The lowest price per meal/lowest annual contract cost	Lowest total annual meal price offered by any Vendor divided by the total annual meal price offered by this Vendor, the result of the division shall be multiplied by twenty-five (25) to obtain the maximum points to be awarded this potential Vendor.
20	Customer Service	Must have a plan addressing customer service issues and complaints. Must have a process for ensuring on-time and accurate deliveries.	Provide description of how the VENDOR handles customer service issues and complaints and how the VENDOR's process to ensure on-time and accurate deliveries for all meal services. Provide customer service plan for escalation for needs and concerns. Provide an outline of management structure(s) for customer service personnel.
20	Menus/Product Description	Menus must meet all nutritional guidelines and minimum requirements. Menus should be appealing to students. Must have ability to create accommodation menus for dietary needs.	Submit proposed menus to be used for the first 21 days. Include any methodology for menu decisions, how and when menu changes are made, include any local or farm to school programs that will be included. Submit proposed dietary menu for the first 21 days.
10	Vendor Experience and Compliance Understanding	Vendor must demonstrate a deep understanding of National School Lunch/Breakfast Programs and working with the USDA and CDE. Companies with demonstrated 3 years' experience operating the National School Lunch/Breakfast Programs are preferred.	Documentation of experience must be outlined in the proposal. One point will be awarded per year of experience within the last 10 years. Vendors are required to submit production records as well.
10	Financial Conditions and Stability	Vendor must have three years of profitable financial performance; no petitions for bankruptcy by contractor or principals of contractor.	Submit the past three years of financial statements.
10	Ordering System	Robust meal ordering system that allows for waste tracking and management, trends and data review, user friendly, meal production capability.	Submit overview of ordering platform including screenshots of the end user system.
100 Total Points			

Revolution Foods Executive Summary

SCOPE OF SERVICES

Programs Supported	Service Models:
• National School Lunch Program (NSLP) • School Breakfast Program (SBP) • Seamless Summer Option (SSO) • Child and Adult Care Food Program (CACFP) • Afterschool Snack Program • California state nutrition initiatives	• Family-style meal service • Ready-to-heat pre-packed meals • Ready-to-serve hot meals **Comprehensive Services:** Menu planning, procurement, production, delivery, compliance management, marketing & program promotion, and nutritional analysis

OPERATIONAL EXCELLENCE

- **99% On-Time Delivery:** GPS-enabled tracking, temperature-controlled production and transport
- **Scratch Preparation Expansion:** In-house production of high-volume meal components for SY 26-27 backed by rigorous food safety standards
- **Food Safety**: Comprehensive Hazard Analysis and Critical Control Points across all facilities
- **Quality Assurance Processes:**
  - Dedicated FSQA team oversight
  - Daily meal checks and corrective action protocols
  - Annual system reviews and regulatory updates (FDA)
- **Consistent Compliance:** USDA, California Department of Education (CDE), and federal program standards
- **Food Safety & Quality Assurance:** Our safety program exceeds regulatory standards through a multi-layered approach:
  - **HACCP & GMPs:** We operate under a rigorous HACCP-based system and strict Good Manufacturing Practices (21 CFR Part 110) to control biological, chemical, and physical hazards from receiving through distribution.
  - **Written Food Safety Program:** Our system integrates HACCP principles with detailed SOPs for temperature monitoring, allergen control, and traceability.
  - **Certifications:** We are federally recognized and fully compliant with CDPH, FDA, and USDA standards; we are also currently working toward formal SQF (Safe Quality Food) certification.

Documentation Management:

- Complete meal pattern documentation for all programs
- Nutritional analysis for every menu item
- Production records and temperature logs
- Delivery verification and student participation tracking

Audit Excellence: Proven track record of successful Administrative Reviews with comprehensive documentation and proactive compliance management

🌱 **Compostable Packaging:** A compostable tray pilot was launched across all SFUSD schools served by Revolution Foods in the Fall of 2025. This pilot is being worked to become the standard for all main meal trays

SENIOR LEADERSHIP

Chief Executive Officer: CEO, George Blanco brings over 35 years of leadership in the food industry to Rev. From farms to factories, he's led teams across every corner of food manufacturing, distribution, and strategy. George is committed to expanding access to fresh, healthy meals, and developing new kid-approved products

CULINARY DEVELOPMENT

Student-Centered Approach: Culturally responsive menus balancing nutrition requirements with student appeal
Key Features:

- 💡 Clean-label ingredients prioritized
- 🍎 Seasonal and locally sourced produce
- 📒 Continuous evaluation of participation data and student feedback
- 📟 Menu modernization aligned with evolving district needs

PARTNERSHIP & SITE SUPPORT

Customer Experience Account Managers: Dedicated support reviewing ordering patterns, observing service flow, identifying waste reduction opportunities, and improving participation
Collaborative Model: Proactive problem-solving and shared accountability ensuring responsive, district-focused service

Revolution Foods is ready to serve you and your students with the reliability, quality, and partnership you deserve.
— Dependable Daily Service | Proven Excellence | Collaborative Partnership —

COMPANY OVERVIEW

Founded 2006 by two mothers | **880+ million meals served** | **1 Mission:** *Making Healthy Irresistible*

Certified B Corp & Public Benefit Corporation: legally committed to balancing financial sustainability with social and environmental responsibility

Today, 95% of our work is tied to federally funded nutrition programs. We have administered the following programs since our earliest years, giving us deep experience with compliance, reimbursement, and school nutrition operations.

Initial Years of Administering Food Service Programs

- School Breakfast Program – August 2006
- National School Lunch Program – August 2006
- Afterschool Meal Supplement (Snack) – August 2006
- Child and Adult Care Food Program – August 2006
- Seamless Summer Feeding Option – June 2007

WHY SHOULD YOU CHOOSE REVOLUTION?

PROVEN SCALE & CAPACITY

Current Operations: 850+ sites | 145 School Food Authorities | 175,000+ meals daily

Infrastructure: Sufficient staffing, facility capacity, and transportation resources to support without service disruption

Track Record: Nearly 20 years successfully serving large, complex urban districts across California

STABILITY WITHOUT STAGNATION

Infrastructure to reliably serve large, complex districts

Flexibility to evolve alongside district priorities

Embedded local leadership ensuring responsive service

Strengthened operational systems from continuous improvement

Continued investments in production, sustainability, menu development

OUR COMMITMENT TO YOU

We recognize the responsibility of serving you and your students and remain committed to delivering consistent, high-quality meals through:

Transparency — Open communication, clear data, honest reporting
Accountability — Meeting commitments, solving problems proactively, owning outcomes
Collaborative Partnership — Working alongside SFA staff as true partners in student success

ADVANCING YOUR PRIORITIES

Our operational model supports your goals around:

Student nutrition and participation — High-quality meals students choose with clean label ingredients

Operational efficiency — 99% on-time delivery, above standard food and safety standards

Sustainability — Local sourcing, food waste reduction, compostable packaging

Community engagement — Taste testing and nutrition programs

Revolution Foods has spent over 20 years building the infrastructure, partnerships, and operational discipline to serve communities at scale — and this contract represents exactly the type of mission-aligned work we were built for. Our facilities, team, and daily production capacity are purpose-built to deliver without disruption, and our standing as the only Certified B Corporation in vended meals means that quality and accountability are baked into every decision we make. The numbers and partnerships below speak to that track record.

850+ Sites Served	**145** School Food Authorities	**20** Years Experience	**700+** Team Members

52K Breakfasts Daily	**88K** Lunches Daily	**14K** Suppers Daily	**21K** Snacks Daily

INFRASTRUCTURE & CAPACITY

4 Production Facilities: Los Angeles (Southern CA), San Lorenzo (Northern CA), Las Vegas (NV), San Diego (CA)
Service Capacity: 175,000+ meals daily across California and Nevada with sufficient staffing, facility capacity, and transportation to support without disruption

REPRESENTATIVE PARTNERSHIPS

Districts & Community	Charter Networks
• San Francisco USD • Long Beach USD • Westminster USD • YMCA Silicon Valley • Archdiocese of LA • Mark West Union School District • Reed Union School District • Roseland School District ...and more statewide	• Aspire Public Schools • Summit Public Schools • Alliance College-Ready • Voices College-Bound Language Academies • Citizens of the World • ICEF Public Schools • Equitas Academy • LA Leadership Academies ...and more statewide

CERTIFIED B CORPORATION & PUBLIC BENEFIT CORPORATION

Legal Commitment to Social Responsibility

As the only certified B Corporation and Public Benefit Corporation in K12 Vended Meals, Revolution Foods is legally required to balance financial sustainability with social and environmental responsibility.

What This Means: Student health, compliance, and operational integrity remain central to every business decision — not just profit maximization. We're held accountable to the highest standards of social and environmental performance through independent third-party verification.

Menu Development & Methodology

Revolution Foods creates its menus using a mix of federal nutrition rules, feedback from key partners, and what works best in real school settings. Below is a simple breakdown of the main things we consider when making menu decisions:

1. Federal Nutritional Standards
   The U.S. Department of Agriculture (USDA) sets specific nutritional guidelines that school meals must meet to ensure that students receive balanced, healthy meals. These standards are based on the Dietary Guidelines for Americans and are designed to promote health and reduce the risk of chronic diseases. Key aspects include:
   - Caloric Requirements: Meals are required to meet specific calorie ranges based on age and grade levels.
   - Macronutrient Distribution: Meals must contain appropriate amounts of protein, fat, and carbohydrates, with specific limits on total fat, saturated fat, and trans-fat.
   - Fruits and Vegetables: Each meal must include a serving of fruit and/or vegetable, with an emphasis on variety and meeting specific vegetable subgroups (dark green, red/orange, legumes, starchy, and other vegetables).
   - Whole Grains: At least 80% grains offered must be whole grains.
   - Dairy: Schools are required to offer milk types that meet nutritional standards under USDA.
   - Sodium and Sugar Limits: There are strict limits on the amount of sodium and added sugars in meals to encourage healthier choices.
2. Food Variety and Cultural Preferences
   To ensure that school meals are appealing and diverse, our menu planners take into account the following considerations:
   - Cultural and Regional Preferences: Rev Foods incorporates locally popular foods and flavors that reflect the diverse student population, making meals more culturally relevant and enjoyable (i.e. dumplings, tacos).
   - Food Preferences and Acceptability: Taste tests, surveys, and feedback from students and staff help guide menu choices. Engaging students in menu planning supports greater acceptance of healthier meal options.
3. Cost and Procurement
   Menu decisions must also account for school budget constraints. Rev Foods plans menus that meet nutritional requirements while staying below the per-student meal reimbursement rate provided by federal child nutrition programs. This involves:
   - Bulk Purchasing:
   - Local and Seasonal Foods
   - Food Waste Considerations: Rev Foods aims to reduce food waste by offering portion sizes that align with student appetite and reducing overproduction of unpopular items.
4. Food Safety and Preparation Constraints
   Rev Foods adheres to food safety regulations and ensures that meals are prepared and stored properly. This involves:
   - Handling and Storage: Ensuring that perishable items are stored at appropriate temperatures and that food handling practices meet safety guidelines.
   - Preparation Techniques: Menus are designed around typical vended meal kitchen equipment and staff hours.
5. Student Participation and Feedback
   Student feedback plays a critical role in menu decision-making:
   - Taste Testing and Surveys: Rev Foods conducts taste tests and surveys to gauge student preferences and make adjustments based on feedback. This helps ensure that meals are not only nutritious but also enjoyable.
   - School Meal Committees: Some schools have student councils or advisory groups that work with our food service staff to develop and refine menus.
6. Compliance with State and Local Regulations
   In addition to federal guidelines, state and local regulations may impose additional requirements, such as specific menu labeling, allergen management, or sustainability goals. These regulations can influence menu decisions and must be considered during planning.

7. Nutritional Education and Promotion
   Menu decisions may also be influenced by educational initiatives aimed at promoting healthy eating habits. This could include:
   - Incorporating educational elements into the meal program, such as featuring "nutrition facts" or providing lessons on the benefits of certain food groups.
   - Celebrating National Nutrition Month or other food-related observances with themed menu items.

Example Breakfast and Lunch Menu Items below – all student approved!



All meal photos featured in this proposal reflect exactly what students will receive on their tray. No styling, no substitutions, no exceptions!

Delivery Plan

We will deliver daily based on a schedule that works for your location and staff, whether that is every day or multiple times a week. The final delivery window will be agreed upon before meal service starts. If meals need to be delivered during off hours, we will require the appropriate entrance keys and codes. Training, guidance, or signage will need to be provided by kitchen/ cafeteria staff so our drivers will know where to place each item.

Routing + Managing the Fleet

Maintaining our fleet of delivery trucks is essential to our performance and mission. Our Dispatch Manager tracks mileage, schedules service regularly, and ensures all refrigerated vehicles are operating correctly. The Director of Operations also reviews to streamline operations as needed.

To create efficient routes, we take the following steps:

- Develop delivery plans for sites based on program and mealtimes
- Perform route and delivery dry-runs two weeks prior to service start
- Re-evaluate routes and adjust as needed
- Finalize routes and perform final dry run(s) immediately prior to start

Commitment to Safety

Each culinary center adheres to HACCP, ensuring meal preparation and delivery processes are in accordance with state and local health codes.

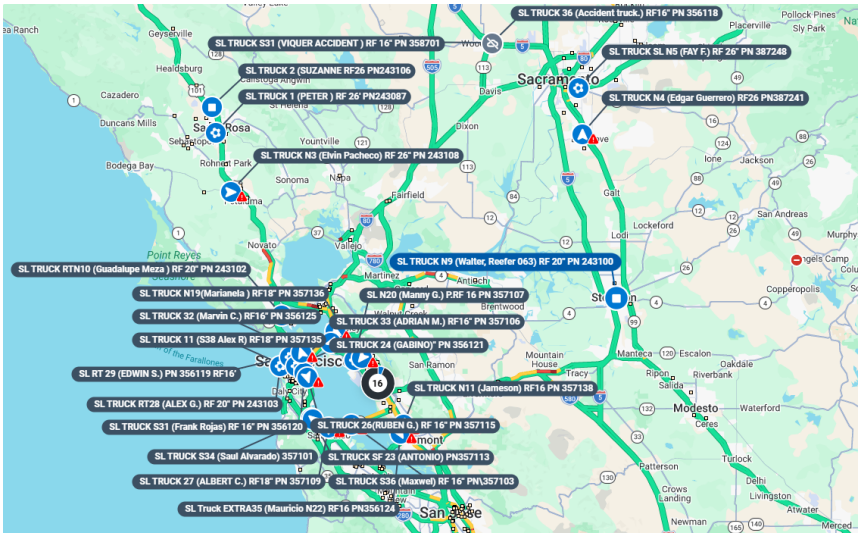
Our drivers receive thorough training in food safety, delivery route management, and additional topics such as managing parking lots, driving around buses, and handling school and holiday traffic.

Upon delivery, drivers unload and place meals in the designated locations, then measure and record meal temperatures again. Finally, we confirm the order with the SFA on-site point of contact. The SFA is responsible for all food components and food safety concerns once meals are delivered.

Web-based Transportation Monitoring

We have equipped all trucks with Geotab technology, providing a web-based monitoring system to track delivery vehicles. This GPS tracker allows us to monitor vehicles in real-time, which enhances communication with drivers and enables us to report and analyze data to better serve our partners.

Vehicles are also equipped with a cold chain monitoring system, allowing for remote monitoring of the cooler/cold storage temperature in real-time and storing historical temperature information in a centralized log online.



Last but not least, our drivers are a key part of what sets Revolution Foods apart. They do more than deliver meals. They build strong, trusted relationships with each school they serve and work closely with onsite staff, servers, and students. Our drivers take pride in being familiar, reliable faces on campus and regularly go above and beyond to support meal service, whether that means assisting school staff during delivery, helping resolve issues on the spot, or ensuring meals arrive smoothly and on time. This level of care and connection helps create a more seamless and supportive experience for every school we serve.

Prioritizing Safety, Delivering Excellence

Proprietary

Revolution Foods prioritizes food safety and quality to surpass customers' expectations by integrating a strong food safety culture guided by risk-based preventive controls. Our HACCP plan is based on a thorough hazard analysis of all food-processing procedures and implements a system to monitor the effectiveness of the control points. Revolution Foods employs highly trained and experienced professionals in food safety management, quality control, regulation enforcement and code compliance. Members of our team are comprised of HACCP certified individuals, Preventive Controls Qualified Individuals, CA Food Manager certified and a CA Registered Environmental Health Specialist with 27+ years of experience with Los Angeles County Health Department.

All members of our team ensure food safety and quality standards are supported at every step - from the supplier to delivery of every meal. We are integrating robust supplier and product evaluations and only utilize products that meet or exceed our quality specifications. Our ingredient suppliers and produce vendors must maintain a HACCP-based food-safety program to help ensure the safety of ingredients supplied to us.

We have a comprehensive Allergen Preventive Program that involves mandatory training for food handlers, accurate allergen disclosure, and dedicated food-processing and testing procedures for allergen-free meals. Microbiological testing and performance review, such as ATP and listeria testing, are performed regularly to ensure a safe food processing environment.

Our HACCP Overview includes:

- Comprehensive Hazard Analysis: Identifying biological, chemical, and physical hazards at every stage of food preparation and transportation
- Critical Control Points (CCPs) Monitoring: Ensuring that identified CCPs—such as cooking temperatures, food protection, and correctly holding food temperatures to maintain safe levels
- Preventive Controls and Corrective Actions: Establishing strict protocols for immediate corrective actions if a deviation from food safety standards occurs
- Verification Procedures and Record-Keeping: Conducting internal audits ensuring full traceability and compliance with food safety regulations
- 24 Hours Monitoring of all refrigeration and freezer units: Installed a cloud sensor management system to monitor temperatures and alert managers on any temperature deviations 7 days a week
- Sanitation Master Cleaning Schedule: Sanitation is checked daily by our operation teams to uphold the highest cleanliness standards

Quality Control Process for Delivering Meals to SFA:

Revolution Foods employs a robust Quality Control process to ensure that meals reach schools in optimal condition. Key measures include:

- Transportation in Fully Enclosed, Odor-Free Delivery Vehicles: Our fleet is meticulously cleaned and maintained under a Preventative Maintenance Program to prevent cross-contamination
- Pest Control Management: Professional pest control services specializing in food production are employed to ensure a sanitary environment
- Temperature-Controlled Equipment: Meals are transported using Cambro hot boxes, Cam Chillers, Ice Blankets, industrial transport tubs, and beverage caddies to maintain safe temperatures
- Multi-Layered Inspection Protocols: Trained personnel conduct visual inspections, verifying packaging integrity and meal temperatures before dispatching
- Secure Transport and Handling: Use of cam-dollies, load-bearing bracers, safety lift-gates, and hand trucks ensures safe and efficient meal handling.

Temperature Monitoring and Documentation Protocols:

To maintain food safety, Revolution Foods follows strict temperature monitoring and documentation protocols:

- Pre-Transport Temperature Checks: Meals are temperature-checked before being loaded into transport containers
- Arrival Temperature Verification: Upon delivery, temperatures are recorded on a Transportation Record to ensure compliance with USDA standards
- Ongoing Monitoring Until Service: Food temperatures are checked every two hours to confirm that hot foods remain above 135°F and cold foods stay below 41°F. Whole fruits and shelf-stable items are exempt from temperature control requirements due to being shelf stable
- Proper Storage Practices: Cambros and coolers are placed at least six inches off the ground on tables, hand trucks, or Cambro dollies to maintain hygiene and accessibility

Ensuring Daily Temperature Logs for Menu Items:

Revolution Foods ensures that all temperature logs are meticulously maintained and readily available for review:

- Digital and Manual Logging: Staff document meal temperatures at multiple checkpoints, including pre-transport, arrival at schools, and periodic intervals during service.

To further demonstrate our team's expertise and commitment to food safety and regulatory compliance, we have included links to three relevant professional certifications held by a key member of our staff for your reference.

Staff Training for Operational Excellence & Org Capacity

Proprietary

Production & Warehouse: Revolution Foods maintains a comprehensive annual training program for its staff, emphasizing both safety/compliance and company-specific operational knowledge. Key components of the safety and compliance training include Good Manufacturing Practices (GMPs), which cover personal hygiene, sanitation, pest control, and proper food storage, as well as Food Defense training focused on preventing intentional food contamination. Employees also receive training on loose clothing, long hair, and jewelry safety to mitigate hazards around machinery and utility knife safety, detailing safe handling and potential hazards. Furthermore, Revolution Foods provides specific training for servers, which includes chain of command, UKG (timekeeping and HR information), schedules and coverage, uniform and hygiene protocols, server policies, production records, temperature taking, and school meal program overviews.

Revolution Foods has **over 700 employees across operations, culinary, transportation, quality assurance, and support functions**, enabling reliable service, built-in coverage, and sustained operational excellence for long-term district partnerships.

Fee Proposal

Meal Type	Annual # of meals	Fee per Meal	Annual Cost
Breakfast	51,800	$2.65	$137,270.00
Lunch	138,775	$3.85	$534,283.75
Snack	57,925	$1.20	$69,510.00
Summer Breakfast	11,200	$3.05	$34,160.00
Summer Lunch	11,200	$ 4.25	$47,600.00
Summer Snack	11,200	$1.20	$13,440.00
Total			$836,263.75

Revolution Foods is excited to share that we anticipate rolling out compostable trays across all school sites in the near future. This initiative reflects our ongoing commitment to sustainability and responsible stewardship of the communities we serve. As with all of our service enhancements, this transition will come at no additional cost to your program.

Meal Service Details:

- Pricing is provided with the following delivery types:
  - Flagship - cold day before delivery and heat on site for breakfast & lunch
  - Stockton – day ahead breakfast delivery, same day lunch delivery to be heated on site
  - Morgan Hill, WCC, & Mt. Pleasant – day ahead breakfast delivery and same day hot lunch delivery
- Meals will be delivered in appropriate equipment (Ice Caddies/Cambros) to temperature is maintained upon delivery

Pricing Disclosures for Additional or Upgrade Options

1. Special Therapeutic Meals – 9 major food allergens covered -milk, eggs, fish, shellfish, tree nuts, peanuts, wheat, sesame, and soybeans[1]
   Breakfast: $ 3.50 Lunch: $ 5.00
2. Soy Milk – non medically needed: $ 0.80 ea
3. 3rd Party Pizza Meal Options: additional $0.56 per lunch
4. Onsite BBQs for Lunch: additional $0.64 per lunch (when available)
5. Salad Bar as Vegetable Side (price per meal): $ .50 per meal, sold in kits of 50 count
6. National Commodity Processor Fee: 10% of creditable commodity usage

Service Description

All meals are available as pre-pack or family style, based on school request. All meals are served complete and fully reimbursable by state and federal student nutritional guidelines.

- Full serving of vegetable
- Full serving of fruit or fruit juice
- Sporks & Napkin kit for each lunch and breakfast when appropriate
- Trays for lunch (breakfast trays may be purchased à la carte)
- Milk – 1%, Fat Free, & Chocolate options
- Meal appropriate condiments
- Family Style (Buffet) is priced at the same rate as unitized meal
- Field trip sack lunches are billed at the standard contract lunch rate and require a minimum of 10 business days' advance notice.

Given the volatility of meal input costs, fuel prices, and the ever-evolving regulatory landscape, Revolution Foods has made every effort to anticipate and incorporate these variables into our current pricing structure — including factors such as diesel fuel costs and other transportation-related expenses.
However, in the event of unforeseen circumstances, the following provision shall apply:
If new or increased federal, state, or local laws, regulations, taxes, emissions standards, mileage-based fees, or other government-mandated requirements enacted after the Agreement's effective date materially increase Contractor's transportation or compliance-related costs, the parties agree to equitably discuss applicable cost components to reflect the documented incremental impact of such changes. Any adjustment shall be limited to those specific impacts and addressed independently of CPI-based pricing provisions.

[1] Special meals needed outside of the 9 major food allergens may result in a higher price, based on medical need.

SAMPLE WEEK ONE

WHICH DAYS Will YOU LOCK IN?*

REVFOODS

BREAKFAST

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 French Toast Sticks	 English Muffin Sausage & Cheese Sandwich	 Strawberry Whole Grain Mini Pancakes	 Egg Scramble With Biscuit	 Croissant Turkey Sausage Sandwich
 Cheerios Cereal	 Whole Grain Cinnamon Swirl With Seasonal Fruit	 Honey Bunches of Oats Cereal	 Matecada Muffin with Apple Sauce	 Strawberry parfait with granola

All breakfasts served with choice of 1% or fat free milk and fruit of the day. All grains are whole grain rich.

LUNCH

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 Chicken Bites with Mashed Potatoes	 Pizza Bite Dippers with Marinara Sauce	 BBQ Chicken with Baked Beans	 Turkey Nachos with Tortilla Chips	 Ceese Pizza with Side Salad
 Build Your Own "P"B & J Kit	 Chicken Duplings with Mixed Veg	 Cheese Tamale with Black Beans	 Cheese Lasanga with Baby Carrots	 Turkey & Cheese Sub with Side Salad

All lunches served with choice of 1% or fat free milk, fruit and vegetable of the day. May include extra ½ cup of veg for compliance. All grains are whole grain rich.

Menu Certification can be found here. Please note that all documents linked here are **proprietary and confidential!**

21–Day Cycle Menu

REVOLUTION FOODS® healthy meals for all

SAMPLE WEEK TWO

WHICH DAYS Will YOU LOCK IN?*

REVFOODS

BREAKFAST

MONDAY


Bagel with Cream Cheese Spread


Cheerios Cereal

TUESDAY


Turkey Sausage & Potato Breakfast Bowl


Vanilla Concha with Seasonal Fruit

WEDNESDAY


Overnight Oats with Blueberries


Honey Bunches of Oats Cereal

THURSDAY


Chicken & Waffles


Blueberry Muffin Top with Seasonal Fruit

FRIDAY


Maple Mini Pancakes


Strawberry parfait with granola

All breakfasts served with choice of 1% or fat free milk and fruit of the day. All grains are whole grain rich.

LUNCH

MONDAY


Cheeseburger with Baked Fries


Build Your Own "P"B & J Kit

TUESDAY


Pupusa with Baked Beans


Italian Trio Turkey Sandwich with Baked Beans

WEDNESDAY


Orange Chicken with Seasoned Carrots


Bean & Cheese Burrito

THURSDAY


Cheese Lasanga


Chicken Duplings with Mixed Vegetables

FRIDAY


Ceese Pizza with Side Salad


Turkey & Cheese Sub with Side Salad

All lunches served with choice of 1% or fat free milk, fruit and vegetable of the day. May include extra ½ cup of veg for compliance. All grains are whole grain rich.

REVOLUTION FOODS® healthy meals for all

SAMPLE WEEK THREE

WHICH DAYS Will YOU LOCK IN?

REVFOODS

BREAKFAST

MONDAY



Breakfast Apple Hand Pie



Cheerios Cereal

TUESDAY



Chicken and Waffles



Mini Conchita with String Cheese

WEDNESDAY



Breakfast Empanada



Honey Bunches of Oats Cereal

THURSDAY



Croissant Turkey Sausage Sandwich



Matecada Muffin with Apple Sauce

FRIDAY



Strawberry Whole Grain Mini Pancakes



Strawberry parfait with granola

All breakfasts served with choice of 1% or fat free milk and fruit of the day. All grains are whole grain rich.

LUNCH

MONDAY



Baked Crispy Chicken Sandwich with Fries



Veggie Burger with Baked Fries

TUESDAY



Chicken Terriyaki with Not So Fried Rice & Carrots



Cheese Mac & Cheese with Seasoned Carrots

WEDNESDAY



Chicken Tamale with Pinto Beans



Cheese Tamale with Black Beans

THURSDAY



Beef Birria Tacos with Mixed Vegetables



Veggie Chef Salad with Roll

FRIDAY



Turkey Pepperoni Pizza



Build Your Own "P"B & J Kit

All lunches served with choice of 1% or fat free milk, fruit and vegetable of the day. May include extra ½ cup of veg for compliance. All grains are whole grain rich.

REVOLUTION FOODS
healthy meals for all

SAMPLE WEEK FOUR

WHICH DAYS Will YOU LOCK IN?

REVFOODS

BREAKFAST

MONDAY



Egg & Cheese Breakfast Burrito



Cheerios Cereal

TUESDAY



English Muffin Sausage Sandwich



Banana Bread with Seasonal Fruit

WEDNESDAY



Chicken Sausage & Cheese Stuffed Maple Waffle



Honey Bunches of Oats Cereal

THURSDAY



Croissant Turkey Sausage Sandwich



Cinnamon Crumble Loaf with Seasonal Fruit

FRIDAY



French Toast Sticks



Strawberry parfait with granola

All breakfasts served with choice of 1% or fat free milk and fruit of the day. All grains are whole grain rich.

LUNCH

MONDAY



Hot Dog with Baked Fries



Build Your Own "P"B & J Kit

TUESDAY



Bean & Cheese Pupusa with Curtido



Beef Bulgogi with Rice & Broccoli

WEDNESDAY



Chicken Alfredo with Seasoned Peas



Bean & Cheese Burrito

THURSDAY



Penne Pasta with Meat Sauce & Seasoned Carrots



Veggie Chef Salad with Roll

FRIDAY



Turkey Pepperoni Pizza



Build Your Own Cheese Pizza Kit

All lunches served with choice of 1% or fat free milk, fruit and vegetable of the day. May include extra ½ cup of veg for compliance. All grains are whole grain rich.

SAMPLE

SNACK

WHICH DAYS Will YOU LOCK IN?*

REVFOODS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cinnamon Grahams	Chili Lime Rings	Goldfish Pretzels	Cheddar Cheese Puffs	Poptillas
WEEK 2				
Honey Grahams	Goldfish Petzels	Chili Lime Rings	Poptillas	Wheat Crackers
WEEK 3				
Goldfish	Rach Crackers	Educational Snacks	Wheat Crackers	Cheddar Cheese Puffs
WEEK 4				
Wheat Crackers	Poptillas	Cinnamon Grahams	Ranch Crackers	Goldfish

All snacks meet 1oz eq Whole Grain, 1 oz eq M/MA, and 3/4 C Fruit,

REVOLUTION FOODS® healthy meals for all

Allergy Friendly Dietary Accommodations

Our program is fully equipped to accommodate medical and special dietary needs in strict compliance with the National School Lunch Program (NSLP) and School Breakfast Program (SBP) requirements, as outlined by USDA and California Department of Education (CDE) guidelines.

Our approach includes:

- Medical Meal Accommodations: We follow all USDA-required protocols for students with disabilities or medical conditions that restrict their diet, including the implementation of physician-signed medical statements to guide individual meal modifications.
- Special Diet Substitutions: We provide appropriate food substitutions for students with non-disability-related dietary needs (e.g., allergies, religious, or ethical preferences) on a case-by-case basis, consistent with USDA guidance.
- Staff Training: Our nutrition staff is trained on USDA special dietary accommodation procedures, allergen awareness, and safe food handling to ensure the integrity of each modified meal.
- Documentation & Compliance: We maintain thorough records of all medical diet orders, substitution logs, and communications with families and healthcare providers to ensure full auditability and regulatory compliance.
- Menu Planning: Our registered dietitian reviews and approves all modified menus to ensure they meet the applicable meal pattern requirements under the NSLP and SBP.

We are committed to ensuring every student receives a nutritious, safe, and compliant meal that meets their individual needs.

Revolution Foods maintains a comprehensive allergen management program designed to protect student safety and ensure full compliance with the Food Allergen Labeling and Consumer Protection Act of 2004 (FALCPA), as amended by the FASTER Act of 2021, and applicable USDA guidelines.

Menu Transparency & Advance Communication
We publish monthly menus one month in advance, built on a 4-week cycle to provide students with consistent variety. Nutritional and allergen data is made available no later than one (1) week prior to service and includes:

- Monthly Menu Portion Detail demonstrating compliance with NSLP/SSO meal patterns for grades K–5, 6–8, and 9–12.
- Carbohydrate Reports to support ordering for students managing diabetes.
- Allergen Reports tracking all nine (9) major allergens as currently recognized under federal law: wheat, dairy, eggs, soy, shellfish, fish, peanuts, tree nuts, and sesame — enabling staff to make informed decisions for students with special dietary accommodations.

Allergen Controls & Nut-Free Environment
We do not use peanuts in any of our recipes, and these items are not handled on our food production floor. In instances where pre-packaged baked goods are brought in from outside facilities, we disclose that those products may be manufactured in facilities that process nuts. Any required menu changes or substitutions — whether due to unforeseen or emergency circumstances — are communicated promptly to the designated district point of contact.

Special Dietary Accommodations
Students with allergen-related dietary needs must have a signed statement on file from a licensed medical doctor or recognized medical authority. Our program is designed to accommodate the top nine (9) major allergens as defined by federal law.

Please note the following limitations: we are not able to modify food texture, provide items outside of our current sourced offerings (e.g., nutritional supplements), or alter the nutritional profile of individual menu items to address disability-related needs beyond allergen accommodations.

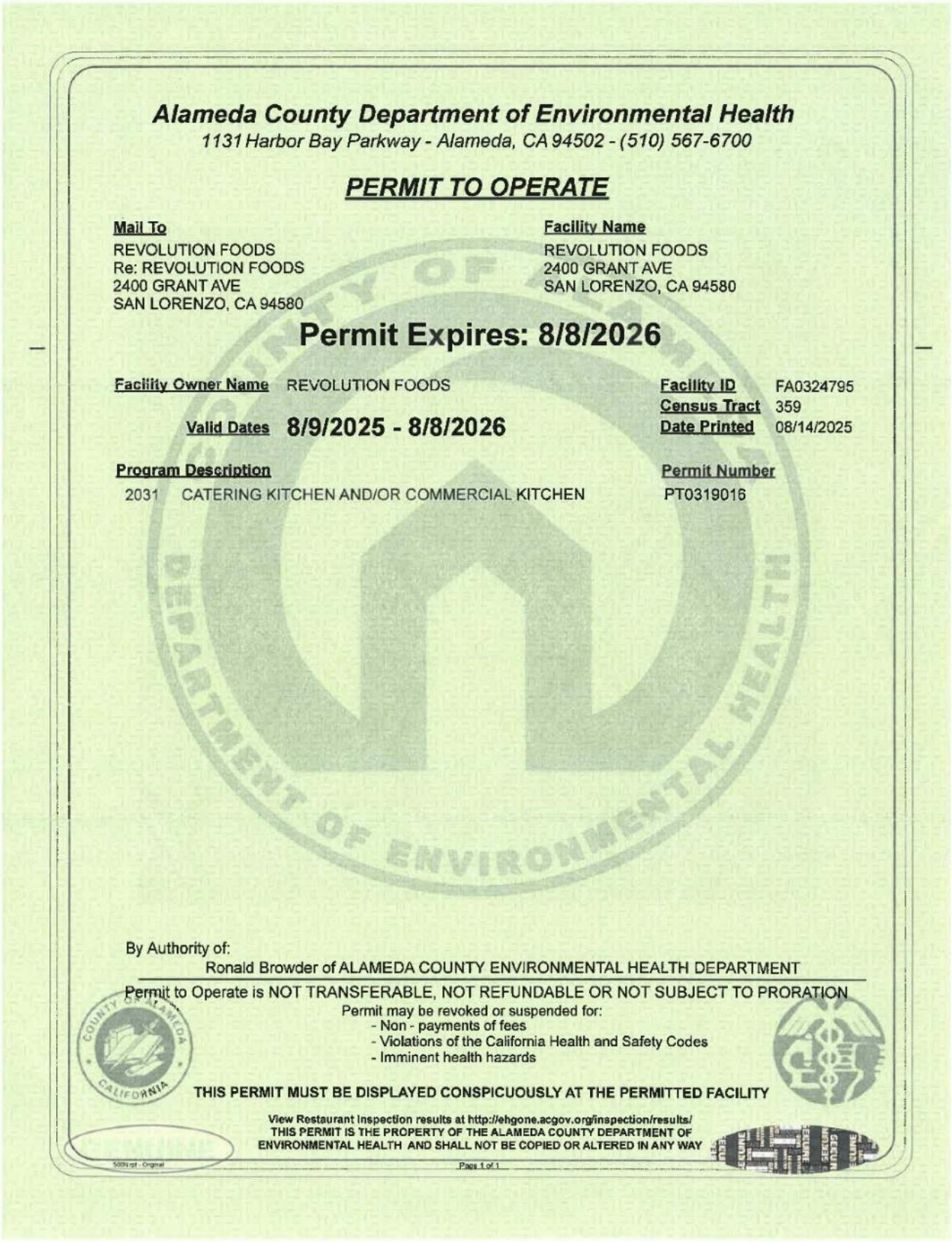
Allergen Preventive Program

Our Allergen Preventive Program includes the following key components:

- Mandatory allergen training for all food handlers
- Accurate allergen disclosure across all menu communications
- Dedicated food-processing procedures and allergen-free meal preparation protocols
- Regular microbiological testing, including ATP and listeria testing, to maintain a safe food processing environment
- Internal audits with full traceability and documentation to ensure ongoing compliance with food safety regulations

Through this multi-layered approach, we are committed to providing a safe, transparent, and compliant meal program for all students.

Health License



Alameda County Department of Environmental Health
1131 Harbor Bay Parkway - Alameda, CA 94502 - (510) 567-6700

PERMIT TO OPERATE

Mail To
REVOLUTION FOODS
Re: REVOLUTION FOODS
2400 GRANT AVE
SAN LORENZO, CA 94580

Facility Name
REVOLUTION FOODS
2400 GRANT AVE
SAN LORENZO, CA 94580

Permit Expires: 8/8/2026

Facility Owner Name REVOLUTION FOODS

Valid Dates **8/9/2025 - 8/8/2026**

Facility ID FA0324795
Census Tract 359
Date Printed 08/14/2025

Program Description
2031 CATERING KITCHEN AND/OR COMMERCIAL KITCHEN

Permit Number
PT0319016

By Authority of:
Ronald Browder of ALAMEDA COUNTY ENVIRONMENTAL HEALTH DEPARTMENT

Permit to Operate is NOT TRANSFERABLE, NOT REFUNDABLE OR NOT SUBJECT TO PRORATION

Permit may be revoked or suspended for:
- Non - payments of fees
- Violations of the California Health and Safety Codes
- Imminent health hazards

THIS PERMIT MUST BE DISPLAYED CONSPICUOUSLY AT THE PERMITTED FACILITY

View Restaurant Inspection results at http://ehgone.acgov.org/inspection/results/
THIS PERMIT IS THE PROPERTY OF THE ALAMEDA COUNTY DEPARTMENT OF ENVIRONMENTAL HEALTH AND SHALL NOT BE COPIED OR ALTERED IN ANY WAY

Page 1 of 1

Health Inspection Report

County of Alameda
Department of Environmental Health
1131Harbor Bay Parkway, Suite 200
Alameda, Ca 94502-6577
510-567-6700
http://www.acgov.org/aceh

OFFICIAL RETAIL FOOD INSPECTION REPORT

Date: 4/24/25
Time In:
Time Out:
Page 2 of 2

Facility Name: Kevin's Tm (food) Address: 2480 GRANT City: San Lorenzo ET:

All violations of the California Health & Safety Code as listed on this report must be corrected. ***Major violations must be corrected immediately.*** ***Non-compliance may warrant immediate closure of the food facility.*** See reverse sides of this inspection report form for code sections that correspond to each violation.

TEMPERATURE CONTROL-Documentation is required for all food facilities with PHF (Potentially Hazardous Foods) ☐ No PHF

Food Item	Temp (ºF)	Temp Violation (✓)	Process/ Holding Location	Food Discarded (Amount)	Food Item	Temp (ºF)	Temp Violation (✓)	Process/ Holding Location	Food Discarded (Amount)
Eggs									
40 40 41									
40 40 40									

OBSERVATIONS AND CORRECTIVE ACTIONS

(1) Kitchen/2-comp food prep. Noted draining leak. Repair in 7 days (41)

Dishwasher: 140F/180F Rinse hot water sanitizer

(2) Food Manager Safety Certificate. Post next to Health Permit. in 7 days
-> missing. Not posted.

(3) IFSH # 8942d587.
(Insp ink Food Safety Health)

(4) All foods come pre-cooked. fully

ACTIONS/STATUS

50. Food/Equipment Impounded or VCD (1) ☐
51. Permit Suspension / Require Closure (1) ☐

Inspection Report Total Score 99/100

Follow-Up Inspection Date

The Person-In-Charge (PIC) is responsible for maintaining this food facility in compliance with all applicable sections of the California Health & Safety Code.

Received by (Sign): X
Name & Title (Print): Lin
EHS:
Phone: (510)

Coverage of Liability

ACORD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 8/1/2026 — 8/1/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER: Lockton Companies, LLC
DBA Lockton Insurance Brokers, LLC in CA
CA license #0F15767
444 W. 47th St., Ste. 900
Kansas City MO 64112-1906
(816) 960-9000 kcasu[illegible]ockton.com

CONTACT NAME:
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL ADDRESS:

INSURED
1527948 REVOLUTION FOODS, PBC
5743 SMITHWAY ST #103
COMMERCE CA 90040

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Zurich American Insurance Company	16535
INSURER B : The Travelers Indemnity Company of Connecticut	25682
INSURER C : American Guarantee and Liab. Ins. Co.	26247
INSURER D : American Zurich Insurance Company	40142
INSURER E :	
INSURER F :	

COVERAGES — CERTIFICATE NUMBER: 21650708 — REVISION NUMBER: XXXXXXX

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: X POLICY [ ] PRO-JECT [ ] LOC OTHER:	N	N	GLO 5701995-02	8/1/2025	8/1/2026	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG $	$ 2,000,000 $ 300,000 $ 5,000 $ 2,000,000 $ 4,000,000 $ 10,000,000 $
B	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY	N	N	810-0X09018A	8/1/2025	8/1/2026	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) $	$ 1,000,000 $ XXXXXXX $ XXXXXXX $ XXXXXXX $ XXXXXXX
C	X UMBRELLA LIAB [X] OCCUR EXCESS LIAB [ ] CLAIMS-MADE DED [ ] RETENTION $	N	N	AUC 5583088-02	8/1/2025	8/1/2026	EACH OCCURRENCE AGGREGATE $	$ 10,000,000 $ 10,000,000 $ XXXXXXX
D	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N [N] If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	N	WC 0919800-02 (AOS)	8/1/2025	8/1/2026	X PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
A	WORK COMP (MA ONLY)	N	N	WC 0919801-02	8/1/2025	8/1/2026	$1M/$1M/$1M	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
WORK COMP DEDUCTIBLE: $250,000.

CERTIFICATE HOLDER
21650708
PROOF OF COVERAGE

CANCELLATION: See Attachment
SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE: Joyce M Agnello

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Respondent References

Reference 1		
Name of Reference: Cinnabar Elementary School District		
Street Address: 286 Skillman Ln		
City, State: Petaluma, CA	Zip Code: 94952	Contact Email: dmachado@cinnabar.org
Contact Person: Dana Machadho	Contact Title: Principal	Contact Phone Number: 707-765-4345
Brief Description of Services Provided: SBP, NSLP		
Dates of Service: 2020 – Current		

Reference 2		
Name of Reference: Aspen Public Schools		
Street Address: 567 W Shaw Ave., Suite A-1		
City, State: Fresno, CA	Zip Code: 93704	Contact Email: marisela.linton@aspenps.org
Contact Person: Marisela Linton	Contact Title: Nutrition Coordinator	Contact Phone Number: 559-369-2456
Brief Description of Services Provided: NSLP, SBP, CACFP		
Dates of Service: 2022 – Current		

Reference 3		
Name of Reference: Summit Public Schools		
Street Address: 780 Broadway		
City, State: Redwood City, CA	Zip Code: 94063	Contact Email: cvelazquez@summitps.org
Contact Person: Claudia Chavez Velazquez	Contact Title: Director of Regional Operations	Contact Phone Number: 510-599-3467
Brief Description of Services Provided: SBP, NSLP		
Dates of Service: 2023 – Current		

Sample Invoice

REVOLUTION FOODS

Remit To:
REVOLUTION FOODS, PBC
P.O. Box 92230
Las Vegas, NV 89193-2230

Bill To:
Sample

Invoice #		
009190-C003367		
Date		**Customer #**
01/31/2026		C003367
Terms	**Due Date**	**Reference #**
NET30	03/02/2026	

Amount Due	Enclosed
$11,248.75	

Make checks payable to: Revolution Foods, PBC P.O. Box 92230, Las Vegas, NV 89193-2230
Please detach the top portion and return it with your payment.

Please contact your Revolution Foods representative with any questions about your invoice

Charges summary

Meal	Qty	Amount
Lunch - Cold	200	*$790.00*
Lunch - Cold Salad	20	*$79.00*
Lunch - Hot	1,115	*$4,404.25*
Supper - Hot	1,100	*$4,345.00*
Snack	1,335	*$1,602.00*
Subtotal		*$11,220.25*
Sales Tax		*$0.00*
Meal total	**3,770**	**$11,220.25**
A La Carte Total	**1**	**$28.50**
Other Charges/Credits Total		**$0.00**
Invoice Total		**$ 11,248.75**

Charges summary by Delivery Site

CACFP

Description	Qty	Unit Price	Subtotal	Total
Lunch	**220**			**$869.00**
Lunch - Cold	*200*	*$3.95*	*$790.00*	
Lunch - Cold Salad	*20*	*$3.95*	*$79.00*	
Snack	***220***			**$264.00**
Snack	*220*	*$1.20*	*$264.00*	
CACFP Total	440			$1,133.00
Total	440			**$1,133.00**

CACFP

Description	Qty	Unit Price	Subtotal	Total
Lunch	**1,115**			**$4,404.25**
Lunch - Hot	*1,115*	*$3.95*	*$4,404.25*	
Supper	***1100***			**$4,345.00**
Supper - Hot	*1100*	*$3.95*	*$4,345.00*	
Snack	***1115***			**$1,338.00**
Snack	*1115*	*$1.20*	*$1,338.00*	
CACFP Total	3,330			$10,087.25

A La Carte

Description	Total
Items	**$28.50**
A la carte Total	$28.50
Total 3,330	**$10,115.75**
Grand total	**$ 11,248.75**

Meal Details and Totals By Date

Lunch

Date	Meal Sub Types	Qty	Unit Price	Amount
Jan 05, 2026	Lunch - Cold	60	$3.95	$237.00
Jan 06, 2026	Lunch - Cold	60	$3.95	$237.00
Jan 07, 2026	Lunch - Cold	60	$3.95	$237.00
Jan 08, 2026	Lunch - Cold Salad	20	$3.95	$79.00
Jan 09, 2026	Lunch - Cold	20	$3.95	$79.00
	subtotal	**220**		**$869.00**

Snack

Date	Meal Sub Types	Qty	Unit Price	Amount
Jan 05, 2026	Snack	60	$1.20	$72.00
Jan 06, 2026	Snack	60	$1.20	$72.00
Jan 07, 2026	Snack	60	$1.20	$72.00
Jan 08, 2026	Snack	20	$1.20	$24.00
Jan 09, 2026	Snack	20	$1.20	$24.00
	subtotal	**220**		**$264.00**

Total		440		$1,133.00

Lunch

Date	Meal Sub Types	Qty	Unit Price	Amount
Jan 05, 2026	Lunch - Hot	280	$3.95	$1,106.00
Jan 06, 2026	Lunch - Hot	280	$3.95	$1,106.00
Jan 07, 2026	Lunch - Hot	200	$3.95	$790.00
Jan 08, 2026	Lunch - Hot	200	$3.95	$790.00
Jan 09, 2026	Lunch - Hot	125	$3.95	$493.75
Jan 12, 2026	Lunch - Hot	30	$3.95	$118.50
	subtotal	1,115		$4,404.25

Supper

Date	Meal Sub Types	Qty	Unit Price	Amount
Jan 26, 2026	Supper - Hot	220	$3.95	$869.00
Jan 27, 2026	Supper - Hot	220	$3.95	$869.00
Jan 28, 2026	Supper - Hot	220	$3.95	$869.00
Jan 29, 2026	Supper - Hot	220	$3.95	$869.00
Jan 30, 2026	Supper - Hot	220	$3.95	$869.00
	subtotal	1,100		$4,345.00

Snack

Date	Meal Sub Types	Qty	Unit Price	Amount
Jan 05, 2026	Snack	280	$1.20	$336.00
Jan 06, 2026	Snack	280	$1.20	$336.00
Jan 07, 2026	Snack	200	$1.20	$240.00
Jan 08, 2026	Snack	200	$1.20	$240.00
Jan 09, 2026	Snack	125	$1.20	$150.00
Jan 12, 2026	Snack	30	$1.20	$36.00
	subtotal	1,115		$1,338.00
Total		3,330		$10,087.25
	Meal Total	**3,770**		**$11,220.25**

A La Carte Details and Totals By Date

Date	Description	Qty	Unit Price	Amount
Jan 26, 2026	Soy Milk (CS/18ct)	1	$28.50	$28.50
	subtotal	1		$28.50
	A La Carte Total	**1**		**$28.50**

Other charges/credits

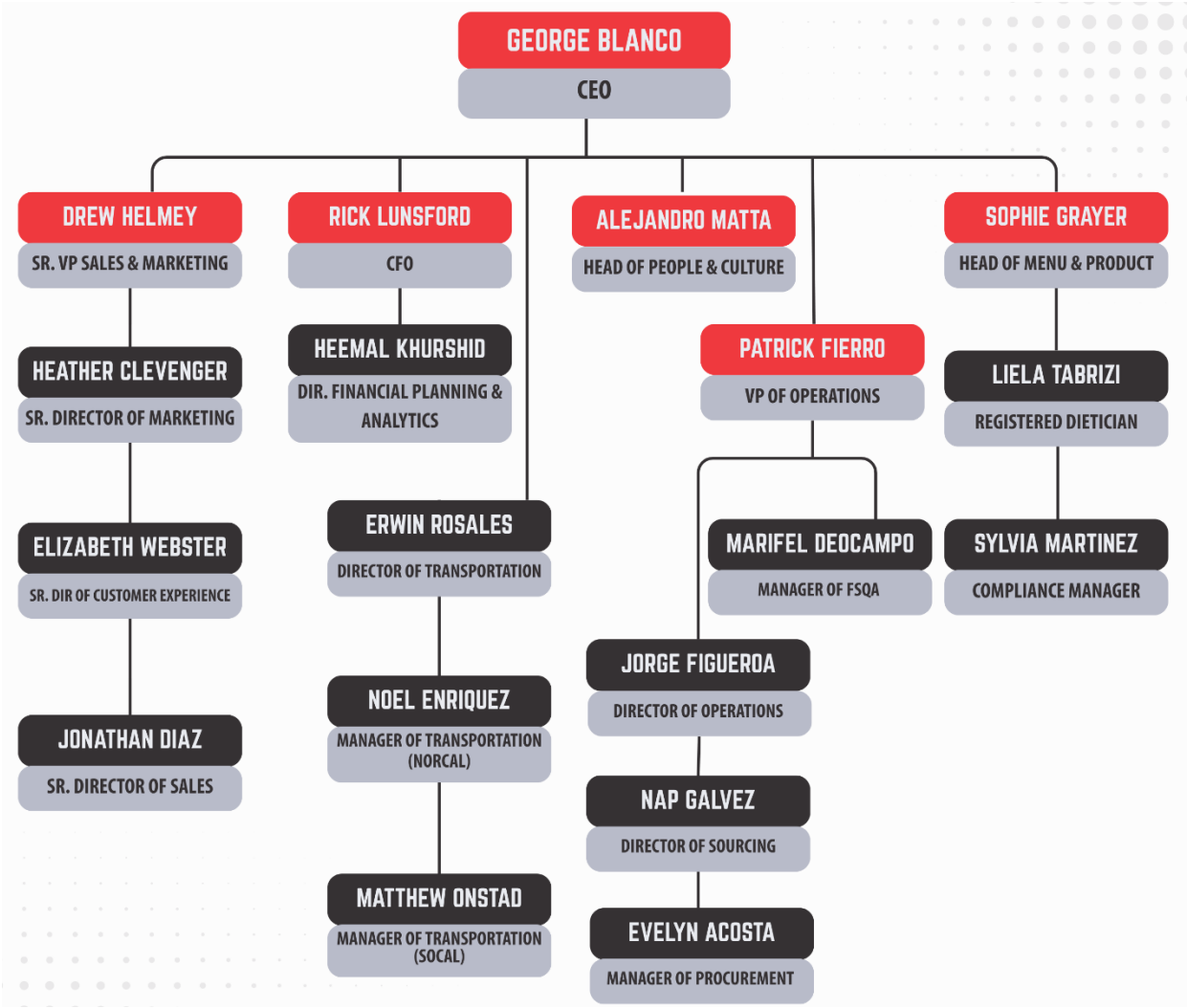
Other Charges/Credits Total	**$0.00**

Notes

Thank you for your business!
The Revolution Foods Team

2026-27 Vended Meal Proposal: Voices College-Bound Language Academies
Powered by BoardOnTrack
28
183 of 834
Voices College-Bound Language Academies - Board Meeting - Agenda - Wednesday June 24, 2026 at 3:00 PM
REVOLUTION FOODS
healthy meals for all

Revolution Org Chart



Responsibilities at Each Corporate Level:

- Executive (C-suite/Top-level Leadership)
  a. Develop and implement the overall strategy and vision.
  b. High-level decision-making regarding direction, growth, and operations.
  c. Manage financial health and budgeting.
- Director (Mid-level Leadership)
  a. Ensure alignment of departmental goals with the company's overall objectives.
  b. Lead and mentor managers and ensure their teams are operating effectively.
  c. Drive initiatives that improve efficiency, innovation, and performance within the department.
- Manager (Operational/Team Leadership)
  a. Manage day-to-day operations and oversee team members' work.
  b. Handle team scheduling, workload distribution, and resource allocation.
  c. Resolve conflicts, performance issues, and ensure team cohesion.
- Associate (Entry/Support-level)
  a. Perform specific tasks or projects within their area of expertise.
  b. Follow guidelines and procedures provided by management and leadership.

Communication Overview:

Our standard practices involve clear, concise, and timely exchanges of information between all levels of our organization. Regular updates are shared through emails, meetings, and reports to ensure alignment of goals, performance, and key initiatives. Transparency, feedback loops, and open channels, such as instant messaging or daily standups, foster collaboration and ensure smooth operations across teams.

Revolution Foods

DAILY PRODUCTION RECORD

Meal Type: LUNCH OVS / Serve Only Total Reimbursable Meals Planned: 50 Total Reimbursable Meals Served: ____ Total Adult/Non-Reimbursable Meals: ____

Agency: Nova Academy

Products & Ingredients (offered)		Meat / Meat Alt OZ	Grain* OZ	Fruit Cup	Veg Cup	Milk Cup	Planned Reimbursable	Prepared Reimbursable	Served Reimbursable	Served Total	Leftover/Waste	Heating Temp	Serving Temp
Tue - 04-14-2026 Consumption													
SOCAL LUNCH MENU													
ENTREE													
2275485 PIZZADOMINOSCHEESESLICE (K-12)	1 EACH	2	2		0.125		10						
VEGETABLE SUBGROUPS													
RED ORANGE					0.125								
2285891 PIZZADOMINOSPEPPERONI (K-12)	1 EACH	2	2				10						
_____													
3669679 PASTACHICKENTIPTOPALFREDOPEAS (K-12;6-18)	1 EACH	2	1		0.5		10						
VEGETABLE SUBGROUPS													
STARCHY					0.5								
_____ . _____													
4788069 CHICKENBITES-POTATOESMASHEDRESERS (K-12;6-18)	1 EACH	2	1		0.5		10						
VEGETABLE SUBGROUPS													
STARCHY					0.5								
5527190 TAMALECHEESE5.1OZ-BEANSBLACK (K-12)	1 EACH	2	2		0.5		10						
VEGETABLE SUBGROUPS													
BEANS PEAS					0.5								
FRUIT													
2750507 JUICEFRUITVARIETYSTABLE 4.23OZ	1 EACH			0.5			10						
2447508-PK12 MANGO SORBET .5C	1 EACH			0.5			10						

Sample Production Record

Revolution Foods

PACKING SLIP: THU, APR 16, 2026

deliver to	bill to
Nova Academy 500 W. Santa Ana Blvd. Santa Ana, CA, 92701	**Revolution Foods** 5743 Smithway St Los Angeles, CA, 90040

RFTasteSoCal	Delivery Instructions
Rte: 1988 - #1 Account Manager:	Window 12:00 AM - 11:59 PM

Breakfast - Cold

Description	Consume on	Qty
BRKFST YogurtParfaitStrawberry-CerealGranolaCinnamon	Thu, Apr 16	
TOTAL		

Breakfast - Cold Components

Description	Order Qty	Ship	Tag
YogurtParfaitStrawberry-Granola	10	Crate (10)	1 of 1

Lunch - Fruit

Description	Consume on	Qty
FRUIT NSLP Mango Sorbet	Thu, Apr 16	
TOTAL		

Lunch - Fruit Components

Description	Order Qty	Ship	Tag
FRUIT Mango Sorbet	10	Product Case (10)	1 of 1

Lunch - Fruit Juice

Description	Consume on	Qty
FRUIT NSLP JuiceFruit100% 4.23oz 0823	Thu, Apr 16	
TOTAL		

Lunch - Fruit Juice Components

Description	Order Qty	Ship	Tag
Juice Fruit 100% 4.23oz SS	10	Stacker (10)	1 of 1

Revolution Foods

PACKING SLIP: THU, APR 16, 2026

Lunch - Hot

Description	Consume on	Qty
NSLP PastaAlfredoChicken-Peas	Thu, Apr 16	10
NSLP ChickenBites-PotatoesMashed	Thu, Apr 16	10
NSLP TamaleCheese-BlackBeans	Thu, Apr 16	10
NSLP PizzaPapaJohnsCheeseSlice	Thu, Apr 16	10
NSLP PizzaPapaJohnsPepperoniSlice	Thu, Apr 16	10
TOTAL		50

Lunch - Hot Components

Description	Order Qty	Ship	Tag	X
PastaChickenAlfredoPeas	10	Crate (10)	1 of 1	
ChickenBites-PotatoesMash	10	Crate (10)	1 of 1	
TamaleCheese-BeansBlack (K-12)	10	Crate (10)	1 of 1	
PizzaPapaJohnsCheeseSlice	10	Product Case (10)	1 of 1	
PizzaPapaJohnsPepperoniSlice	10	Product Case (10)	1 of 1	

Lunch - Vegetable

Description	Consume on	Qty
VEG UV SideSalad-LettuceTomatoCarrot 1cp (9-12) 0124	Thu, Apr 16	10
TOTAL		10

Lunch - Vegetable Components

Description	Order Qty	Ship	Tag	X
DRESSING Ranch	10	Bag - Plastic (10)	1 of 1	
UV Salad-LettuceTomatoCarrot (1cp)	10	Crate (10)	1 of 1	

Departure Temps:

Milk_____

Cold_____

Hot_____ Time of Departure:_____

Nova Tasting Delivery Confirmation Receipt Temps:

Received by_____ Milk_____

Sample Delivery Slip

Certificate of Independent Price Determination

The Respondent(s) shall execute this Certificate of Independent Price Determination.

Revolution Foods
Name of Respondent

A. By submission of this offer, the offeror (Respondent/FSMC) certifies and, in the case of a joint offer, each party thereto certifies as to its own organization that in connection with this procurement:

1. The prices in this offer have been arrived at independently without, for the purposes of restricting competition, any consultation, communication, with any other offeror or competitor relating to (i) those prices, (ii) the intention to submit an offer, or (iii) the methods or factors used to calculate the prices offered;
2. The prices in this offer have not been and will not be knowingly disclosed by the offeror, directly or indirectly, to any other offeror or competitor, before a bid opening (in the case of a sealed bid solicitation) or contract award (in the case of a negotiated solicitation) unless otherwise required by law; and
3. No attempt has been made or will be made by the offeror to induce any person or firm to submit, or not to submit, an offer for the purpose of restricting competition.

B. Each signature on the offer is considered to be a certification by the signatory that the signatory:

1. Is the person in the offeror's organization responsible for determining the prices being offered in this bid or proposal, and that they have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; or
2. (i) Has been authorized, in writing, to act as agent for the following principals in offering that those principals have not participated in, and will not participate in any action contrary to paragraphs (A)(1) through (A)(3) above.

- Insert full names of person(s) in the offeror's organization responsible for determining the prices offered in this bid or proposal, and the title of their position in the offeror's organization.

(ii) As an authorized agent, does certify that the principals named in subdivision (B)(2)(i) above have not participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above; and

(iii) As an agent, has not personally participated, and will not participate, in any action contrary to paragraphs (A)(1) through (A)(3) above, and

(iv) If the offeror deletes or modifies subparagraph (A)(2) above, the offeror must furnish with its offer a signed statement setting forth in detail the circumstances of the disclosure.

	Drew Helmey, SVP, Sales, Marketing & Customer Experience	6/15/2026
Signature of FSMC's Authorized Representative	Title	Date

In accepting this offer, the SFA certifies that no representative of the SFA has taken any action that may have jeopardized the independence of the offer referred to above.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Order 12549, Debarment and Suspension, and implemented per Title 2, *Code of Federal Regulations*, Part 180, for participants or respondents in primary covered transactions:

A. The Program Operator certifies that it and its principals:

a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (A)(2) of this certification; and
d) Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

B. Where the Respondent is unable to certify to any of the statements in this certification, they shall attach an explanation to this application.

Revolution Foods, PBC

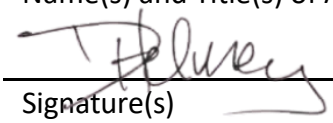
Contractor/Company Name

RFP 2026-27

Award Number, Contract Number, or Project Name

Drew Helmey, SVP, Sales, Marketing & Customer Experience

Name(s) and Title(s) of Authorized Representatives



Signature(s)

6/15/2026

Date

Certification Regarding Lobbying

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents of all sub-awards at all tiers (including subcontracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub- recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, United States Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Revolution Foods, PBC
Organization:

5743 Smithway Street Suite 103
Street address:

Commerce CA, 90040
City, State, Zip:

Drew Helmey
Certified by: (type or print)

SVP, Sales, Marketing & Customer Experience
Title


Signature

6/15/2026
Date

Disclosure of Lobbying Activities

1. Type of Federal Action: I. Contract II. Grant III. Cooperative agreement V. Loan V. Loan guarantee VI. Loan insurance N/A	2. Status of Federal Action: a. Bid/Offer/Application b. Initial Award c. Post-Award N/A	3. Report Type A. Initial filing B. Material change For Material Change Only: Year___ Quarter _____ Date of last report _____ N/A

4. Name and Address of Reporting Entity ☐ Prime ☐ Subawardee ☐ Tier, if known Congressional District, if known:	5. 5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:
6. Federal Department Agency	7. 7. Federal Program Name/Description: CFDA Number, if applicable:
8. 8. Federal Action Number, if known:	9. Award Amount, if known
10. A. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	c. Individuals Performing Services (including address if different from 10A (last name, first name, MI

11. Information requested through this form is authorized by Title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Signature:



Print Name: Drew Helmey

Title: SVP, Sales, Marketing & Customer Experience

Telephone Number: (323) 838-5555

Date: 6/15/2026

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Standard Form LLL
(Rev. 7-97)

Byrd Anti-Lobbying Amendment

The undersigned, [Company] Revolution Foods certifies, to the best of his or her knowledge, that:

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31, U.S.C. § 1352 (as amended by the Lobbying Disclosure Act of 1995). Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

The Contractor, [Company] Revolution Foods, certifies or affirms the truthfulness and accuracy of each statement of its certification and disclosure, if any. In addition, the Contractor understands and agrees that the provisions of 31 U.S.C. § 3801 *et seq*., apply to this certification and disclosure, if any.

Signature of Contractor's Authorized Official

Drew Helmey, SVP, Sales, Marketing & Customer Experience

Name and Title of Contractor's Authorized

6/15/2026

Official Date

Clean Air & Water Certification

Applicable if the contract exceeds $150,000 or the Contracting Officer has determined that the orders under an indefinite quantity contract in any one year will exceed $150,000 or a facility to be used has been the subject of a conviction under the Clean Air Act (41 U.S.C. 1857c-8(c)(1) or the Federal Water Pollution Control Act 33 1319(d) and is listed by EPA or the contract is not otherwise exempt. Both the School Food Authority (SFA) and Vendor (offeror) shall execute this Certificate.

NAME OF VENDOR: Revolution Foods

NAME OF SCHOOL FOOD AUTHORITY: Voices College-Bound Language Academies

THE VENDOR AGREES AS FOLLOWS:

1. To comply with all the requirements of Section 114 of the Clean Air Act, as amended (41 U.S.C. 1857, et seq., as amended by Public Law 91-604) and Section 308 of the Federal Water Pollution Control Act (33 U.S.C. 1251, et seq. as amended by Public Law 92-500), respectively, relating to inspection, monitoring, entry, reports and information as well as other requirements specified in Section 114 and Section 308 of the Air Act and the Water Act, respectively, and all regulations and guidelines issued thereunder before the award of this contract.
2. That no portion of the work required by this prime contract will be performed in a facility listed on the Environmental Protection Agency List of Violating Facilities on the date when this contract was awarded unless and until the EPA eliminates the name of such facility or facilities from such listing.
3. To use his/her best efforts to comply with clean air standards and clean water standards at the facilities in which the contract is being performed.
4. To insert the substance of the provisions of this clause in any nonexempt subcontract, including this paragraph.
5. THE TERMS IN THIS CLAUSE HAVE THE FOLLOWING MEANINGS:
    a. The term “Air Act” means the Clean Air Act, as amended (41 U.S.C. 1957 et seq., as amended by Public Law 91-604)
    b. The term “Water Act” means Federal Water Pollution Control Act, as amended (33 U.S.C. 1251 et seq., as amended by Public Law 92-500).
    c. The term “Clean Air Standards” means any enforceable rules, regulations, guidelines, standards, limitations, orders, controls, prohibitions, or other requirements which are contained in, issued under, or otherwise adopted pursuant to the Air Act or Executive Order 11738, an applicable implementation plan as described in section 110(d) of the Clean Air Act (42 U.S.C. 1957c-5(d), an approved implementation procedure or plan under Section 111(c) or Section 111(d), respectively, of the Air Act (42 U.S.C. 1857c-6(c) or (d), or approved implementation procedure under Section 112(d) of the Air Act (42 U.S.C. 1857c-7(d)).
    d. The term “Clean Air Standards” means any enforceable limitation, control, condition, prohibition, standard, or other requirement which is promulgated pursuant to the Water Act or contained in a permit issued to a discharger by the Environmental Protection Agency or by a State under an approved program, as authorized by Section 402 of the Water Act (33 U.S.C. 1342) or by local government to ensure compliance with pretreatment regulations as required by

Section 307 of the Water Act (33 U.S.C. 1317).

e. The term "Compliance" means compliance with clean air or water standards. Compliance shall also mean compliance with a schedule or plan ordered or approved by a court of competent jurisdiction, the Environmental Protection Agency or an Air or Water Pollution Control Agency in accordance with the requirements of the Air Act or Water Act and regulations issued pursuant thereto.

f. The term "facility" means any building, plant, installation, structure, mine, vessel, or other floating craft, location or sites of operations, owned, leased or supervised by the VENDOR.

Signature of Contractor's Authorized Official

Drew Helmey, SVP, Sales, Marketing & Customer Experience

Name and Title of Contractor's Authorized

6/15/2026

Official Date

Signature of SFA's Authorized Representative | Title | Date

Certificate of Compliance for Buy American and California Agricultural Preference Requirements

The Respondent certifies that it:

1. **Provision of Domestic Commodities and Products**

   Will provide meals and snacks purchased with domestic commodities and products to the greatest extent practicable, document exceptions when nondomestic products are purchased, adhere to nondomestic cap for exceptions, and adhere to all other Buy American regulations for the provision of meals and snacks in compliance with 7 *CFR* Sections 210.21(d) and 220.16(d).

2. **Certification of Processed Agricultural Products**

   Will submit statements for all processed agricultural products to the SFA at the time of delivery for each processed agricultural product certifying that the food product was processed domestically and that the percentage of domestic content in the food component of the processed food product is over 51 percent, by weight or volume in compliance with 42 United States Code (U.S.C.) Section 1760(n), 7 *CFR* Sections 210.21(d)(1)(ii) and 220.16(d)(1)(ii) and USDA Policy Memo SP 38-2017.

3. **Notification and Approval of Nondomestic Products**

   Will notify the SFA in writing at least 10 days prior to delivering a nondomestic agricultural commodity or product and request prior approval for delivery of a nondomestic agricultural commodity or product. This written notification must list alternative domestic substitutes if available for the SFA to consider and provide an explanation for the following:

   (i) The product is listed on the Federal Acquisitions Regulations Nonavailable articles list found at 48 *CFR*, Section 25.104 and/or is not produced or manufactured in the U.S. in sufficient and reasonably available quantities of a satisfactory quality; and/or

   (ii) That competitive bids reveal the cost of the domestic product is 25% than the nondomestic product.

   Note: Neither regulations nor the USDA has defined a dollar amount or percentage triggering the significantly higher cost exception. However, for SFAs that receive $1 million or more annually in federal School Nutrition Program (SNP) reimbursement, significantly higher is defined as 25 percent in accordance with *California Food and Agriculture Code* (*FAC*) Section 58596.3.

4. **Preference for California Agricultural Products**

   Will prioritize the use of California agricultural product, per *FAC* Section 58595(c), when:

   (iii) The bid or price of the California-grown agricultural food product does not exceed the lowest bid or price for a domestic agricultural food product produced outside the state.

   (iv) The quality of the California-grown agricultural food product is comparable to that domestic agricultural food product produced outside the state.

5. **Adherence to Non-Domestic Food Purchase Cap**

   Will document exceptions and adhere to the annual cap on non-domestic food purchases per 7 *CFR* 210.21(d)(5)(ii) and 220.16(d)(5)(ii):

   (i) Beginning in SY 2025-26, the annual non-domestic food purchase cap will be 10 percent of the total annual commercial food costs that the SFA purchases per school year.

   (ii) Beginning in SY 2028-29, the annual non-domestic food purchases cap will be 8 percent of the total annual commercial food costs that the SFA purchases per school year.

   (iii) By SY 2031-32, the annual non-domestic food purchases cap will be 5 percent of the total annual commercial food costs that the SFA purchases per school year.



Signature:

Drew Helmey

[Authorized Representative Name]

SVP, Sales, Marketing, & Customer Experience — 6/15/2026

[Title] — Date

Financial Documentation

Proprietary

Providing a complete balance sheet or annual report (verified by a certified public accountant) for the last three years of operation.

Revolution Foods, PBC	(000's in thousands)		
Comparative Balance Sheet	**FY23**	**FY24**	**FY25**
Cash	$ 11,543	$ 6,566	$ 6,275
ST Investments	100		
Accounts Receivable	14,042	15,552	12,310
Inventory	2,427	2,778	2,358
Prepaid Expenses & Other Receivables	804	838	587
Fixed Assets (Net)	9,190	7,617	5,272
LT Assets	13,303	11,135	7,135
Intangible Assets	34,839	32,089	29,799
Security Deposits	$ 1,807	$ 1,635	$ 1,338
Total Assets	**$ 88,055**	**$ 78,211**	**$ 65,074**
Accounts Payable	4,970	3,881	2,463
Accrued Liabilities	10,415	7,293	6,431
Other Current Liabilities	-	-	-
Current Liabilities (excludes debt)	15,385	11,174	8,894
Leases	15,202	12,943	8,462
Notes Payable (mezzanine)	31,093	37,970	46,020
Other Long-Term Liabilities	15,578	11,053	7,425
Long Term Liabilities	61,873	61,966	61,907
Total Liabilities	**$ 77,258**	**$ 73,140**	**$ 70,801**
Stock + APIC	262,876	263,229	263,322
Accumulated Deficit + Current Year Gain/Loss	(252,079)	(258,158)	(269,049)
Equity	10,797	5,071	(5,727)
Total Equity+Liabilities	**$ 88,055**	**$ 78,211**	**$ 65,074**

Due to length, certified balance sheets have been provided via this link for your reference. All documents linked are **confidential** and **proprietary**.

Marketing Engagement Strategy

OUR COMMITMENT: We don't just serve meals—we build thriving nutrition programs through strategic marketing, continuous engagement, and data-driven optimization that drives measurable results for your school communities.

Why Our Approach Matters

School meal programs succeed when students choose to participate, families understand the value, and schools feel supported. Our approach turns your meal program into a trusted, visible, and celebrated part of the school community.

Our Marketing & Engagement Framework

Our approach is built on four strategic pillars that work together to drive participation, satisfaction, and program success:

Strategic Pillar	Key Activities	Measurable Outcomes
1. CONTINUOUS FEEDBACK & LISTENING	• 3 structured feedback programs • Real-time student sentiment tracking • Bi-annual stakeholder surveys	• 50%+ response rates • 10 improvement initiatives per survey cycle
2. COMMUNICATION ASSETS & AWARENESS	• Comprehensive Resource Center • Multi-lingual materials • Digital & print promotional tools	• 20+ ready-to-use materials • Reduced staff workload
3. PARTICIPATION-DRIVING PROGRAMS	• Breakfast in the Classroom • RevUp Rewards • New menu samplings	• 40%+ participation increases • Higher student satisfaction
4. EDUCATION & COMMUNITY BUILDING	• Social posts for sharing • Culinary center tours • Grill days & family events	• Enhanced nutrition knowledge • Stronger family connections • Community advocacy

PILLAR 1: CONTINUOUS FEEDBACK & LISTENING

We actively listen so programs improve in real time.



1. Happy or Not Student Feedback Kiosks

Kiosk-based, one-tap feedback collected in rotating school cycles, with reports shared directly with school leadership.

2. Menu Committee: Collaborative Planning

Regional meetings that bring together program operators, nutrition staff, and district stakeholders for collaborative menu development.

3. School Satisfaction Survey (Net Promoter Score)

Comprehensive twice-annual surveys of all school contacts supporting meal programs, providing systematic feedback from administrators, nutrition staff, teachers, and support personnel.

PILLAR 2: STRATEGIC COMMUNICATIONS & AWARENESS

We make promotion easy and effective.

Comprehensive Resource Center

Our robust, centralized Resource Center hosts 20+ professionally designed materials that help you promote your nutrition program without spending time or money on custom development.

Available Resources Include:

Parent Letters & Communications	Customizable templates in multiple languages
Meal Cards with Photos	Visual menu guides with multi-lingual meal names
Promotional Posters & Flyers	Eye-catching designs for cafeterias and hallways
Social Media Content	Ready-to-post graphics and messaging
Newsletter Content	Articles and blurbs for school/district newsletters
Nutrition Education Materials	Age-appropriate content for students and families
Event Promotional Materials	Support for back-to-school nights, open houses, etc.

Key Features & Benefits:

All materials professionally designed and brand-consistent

Multi-lingual support & customizable with your district branding and specific information

Updated regularly with seasonal themes and current menu item

Reduces workload on district staff—ready to use immediately

https://www.revolutionfoods.com/resources/



PILLAR 3: PARTICIPATION-DRIVING PROGRAMS

1. Breakfast in the Classroom: Game-Changing Results

A proven model that improves attendance, behavior, and academic performance while increasing participation.

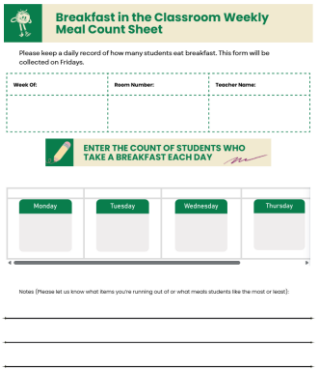
Improved attendance and reduced tardiness

Better classroom behavior and engagement

Enhanced academic outcomes and test scores

Increased focus and concentration

Reduced hunger-related behavioral issues





Evidence of Effectiveness:

56% → 96% participation increase in pilot program

Zero food waste

Fewer hunger-related office visits

2. On-Site Student Samplings

Schools can request interactive tasting events that collect real-time feedback and build excitement around new menu items.

Sampling Visit Benefits:

Gather real-time reactions and preferences

Build excitement and anticipation for upcoming menu changes

Create fun, engaging experience that builds program enthusiasm.



3. RevUp Rewards: Family Engagement Program

A unique program that promotes meaningful conversations between students and caregivers about nutrition, food preferences, and healthy choices.

Program Features:

Daily engagement opportunity—students can enter once per day

Encourages dinner table conversations: "What did you eat today?" "How did you like it?" "What would you try?"

Strengthens family connection to school meal program

2 winners are chosen each month creating a fun, gamified format that students enjoy with prizes that strengthen the mind or promote activity.

Impact: RevUp Rewards transforms passive meal consumption into active family engagement, building program awareness and student enthusiasm while giving families insight into school nutrition offerings.

PILLAR 4: EDUCATION & COMMUNITY BUILDING

A strong nutrition program goes beyond meals by building trust, connection, and community support.

1. **Culinary Center Field Trips:** Guided tours that showcase food safety, quality processes, and meal preparation.
2. **Family Engagement Events:** Support for back-to-school nights, open houses, nutrition workshops, and parent-focused engagement.

The Bottom Line: Marketing and engagement aren't "nice to have" extras—they're essential to program success. With Revolution Foods, you get a true partner who brings strategic thinking, proven tools, and dedicated support that drives measurable results.

Seamless Transition

Provide a recommended transition plan that describes the steps the Respondent will take to begin providing the services described in this RFP.

Transition Plan for New School Onboarding



Revolution Foods has developed a proven, structured transition process designed to ensure seamless onboarding for every new school site while honoring the unique character of each location. Our approach is rooted in partnership, proactive communication, and a commitment to service excellence from day one.

Site Assessment & Discovery

As early as possible following notification of a new school award, Revolution Foods leadership will schedule an on-site visit with school staff. During this visit, our team will conduct a thorough walkthrough of the facility to assess the current meal service setup, including drop-off areas, serving areas, line flow, and point-of-sale infrastructure. We engage in open dialogue with school staff to understand which current operational functions are working well and where challenges exist. Our goal is to preserve the best of what is already in place while offering targeted solutions to address any gaps. Revolution Foods does not operate on a one-size-fits-all model, as every school is treated as unique and our service plan reflects that.

Staffing Structure & Scalability

When new schools are added to our portfolio, staffing is scaled in direct proportion to meal volume, service model (Offer Versus Serve or Serve Only), and the overall complexity of the site. Our dedicated onboarding team, led by the assigned Customer Service Manager, conducts a staffing needs assessment immediately following the site walkthrough to determine the appropriate number of delivery drivers and service staff required for each location. All personnel assigned to new sites are identified, screened, hired, and fully trained prior to the first day of service — with a target of having the complete site team in place no later than two weeks before launch.

Training encompasses daily site-specific needs, industry best practices, and protocols for working safely in proximity to students and school staff. All on-site personnel comply with Department of Justice fingerprinting and criminal background check requirements, as well as Tuberculosis screening. Revolution Foods coordinates with the SFA to ensure all documentation is current and readily accessible prior to service commencement. Staff receive ongoing retraining and regular performance evaluations to maintain the highest standards throughout the contract period.

Equipment Needs & Planning

Following the initial site walkthrough, Revolution Foods will provide the SFA and site staff with a written recommended plan addressing delivery logistics, serving area configuration, line flow, and equipment requirements. Our team conducts a systematic assessment of each site's existing equipment inventory and identifies any gaps across all categories necessary for effective meal service, including but not limited to:

- **Serving infrastructure:** serving trays, serving utensils, cambros, and steam table equipment
- **Outdoor and flex service:** tents, canopies, and weatherproofing materials
- **Furniture and setup:** tables, chairs, and table covers
- **Cold and hot holding:** refrigeration units, warming cabinets, and appliances as needed
- **Point-of-sale:** POS hardware and supporting technology infrastructure

Where additional equipment is needed, Revolution Foods will supply a specific list of items available for loan or purchase, ensuring sites are fully equipped without placing unnecessary burden on school budgets or staff. All equipment recommendations are provided in writing so that both the SFA and site staff have a clear reference document prior to service launch.

Roles & Responsibilities

Clear delineation of daily responsibilities is essential to smooth operations. Following the walkthrough and equipment planning process, the Revolution Foods Customer Service Manager will meet with site staff to establish expectations for daily setup and breakdown. Generally speaking, school site staff handle the setup and movement of heavier equipment such as tables and tents, which helps minimize injury risk for our service team. Revolution Foods staff take ownership of all food-related setup, meal staging, disbursement configuration, and the cleaning and organization of all serving and delivery equipment at the close of each service period. This division of responsibilities is discussed and confirmed with each site individually to ensure alignment and mutual understanding before service begins.

New Year Rollout & Ongoing Quality Assurance

As service commences at each new school site, members of Revolution Foods' leadership team will be present on-site to observe quality, staff-student interactions, operational processes, and line flow. Management will remain available to school staff in real time to make any necessary adjustments and ensure the highest quality service from the very first meal. Site staff will also be provided with a comprehensive list of Revolution Foods contact numbers and email addresses to facilitate prompt communication for any suggestions or concerns that arise.

A first impression matters for students, families, and school administrators alike. Our goal is to be a true and lasting partner to every school we serve, keeping students engaged and ensuring that every meal service reflects the care and quality that Revolution Foods delivers across all of our programs.



Our Promise: Exceptional Customer Service

Revolution Foods Customer Service Commitment and Escalation Process

Revolution Foods is deeply committed to service quality and prioritizing the needs of our schools. Across our diverse services, we maintain consistent expectations for all team members: professionalism, productivity, respect, and responsiveness to the unique needs of each school. Regardless of the meals we serve, our top priority is delivering meals and services that meet or exceed our schools' expectations.

If school staff, parents, or students ever feel that our service requires additional attention, it is essential that they know the appropriate channels to share their feedback or concerns.

Revolution Foods has established a Customer Centered approach designed to resolve any issues that arise and build upon what works best for each school. Below is an overview of the process:

1. Frontline Resolution – Customer Experience Coordinator (CXC)

- **Primary Role:** CXCs serve as the first point of contact for day-to-day questions and concerns.
-
- **Responsibilities:** CXCs are trained to handle common complaints and are familiar with each school's needs, allowing them to resolve issues promptly whenever possible.

2. First-Level Escalation – Customer Experience Account Manager (CXAM)

- **Escalation Protocol:** If an issue cannot be resolved at the frontline level, it is escalated to the assigned CXAM.
- **Role of the CXAM:** Each school has a dedicated CXAM who acts as the Program Planning Partner with expertise in problem resolution.
- **Support Teams:** For specific concerns, CXAMs may engage internal specialized teams such as Technical Support, Nutrition, or Quality Assurance to troubleshoot and resolve more complex issues.



Your dedicated CXAM, Roneal Prasad

3. Assistant Director Escalation

- **Critical Issues:** For unresolved or critical matters, the Assistant Director of Customer Experience becomes involved to troubleshoot and take direct action.
- **Final Escalation:** If further intervention is required, issues are escalated to the Sr. Director of Customer Experience for final resolution.

Customer Service Team Structure

- Customer Experience Coordinator (CXC)
- Customer Experience Account Manager (CXAM)
- Assistant Director of Customer Experience
- Sr. Director of Customer Experience

Service Standards: Response Times, Follow-Through, and Follow-Up

- **Response Times:** We adhere to Service Level Agreements (SLAs) based on issue type:
  - Urgent issues, like delivery delays, receive immediate attention.
  - Non-urgent requests, such as order adjustments, are addressed within three hours during standard operating hours (Monday–Friday, 7:00 AM to 4:00 PM PST/PDT).
- **Follow-Through:** Customer experience personnel are responsible for resolving cases fully and providing regular updates to the school.
- **Follow-Up:** Post-resolution, we conduct follow-up to ensure satisfaction and gather feedback for continuous growth opportunities.

Non-Adherence to Procedures

- Internal personnel who fail to follow procedures will undergo retraining and corrective action.
- Feedback from customer complaints and compliments is used to refine our processes and implement best practices tailored to customer needs.

Please note: Specific details of this process may vary based on individual customer agreements and unique requirements.

Why Revolution Foods Remains the Right Food Service Partner

Our Partnership Is Already Delivering Results

Revolution Foods has been a trusted food service partner to Voices College-Bound Language Academies, and the data from the current school year speaks for itself. Across all sites, participation in our meal programs has grown year-over-year — a direct reflection of students choosing to eat, not just being served.

Breakfast participation growth (SY 24-25 vs. SY 25-26)	**+3.8%**
Lunch participation growth (SY 24-25 vs. SY 25-26)	**+3.1%**
Grill Day events hosted this school year	**3 Events**
Sites with strong operational communication	**All Sites**

Participation is the most honest metric in school food service. A +3.8% increase in breakfast and +3.1% in lunch — comparing the same date range — shows students are engaging with our food, and the program is working.

A Responsive, Site-Aware Partner

Voices staff and site leads have consistently noted that Revolution Foods communicates well and resolves issues quickly. Our dedicated customer support model means that when something comes up — whether it's a delivery timing concern or a menu adjustment — it gets addressed promptly and professionally.

- Dedicated customer support representative for Voices accounts
- Issues resolved in a timely manner across all sites, per internal review
- Aside from delivery timing at some locations, no major service disruptions this school year
- Two sites (Morgan Hill and Flagship) have already booked Grill Day events, with a third scheduled — a sign of active engagement and community investment

Menu Data We Act On

Revolution Foods tracks what students are actually eating at every site. This school year's menu data reveals clear preferences across Voices campuses — and we use this data to continuously refine menus. Examples from SY 25-26 across sites:

- Top breakfast performers include Mango Smoothies, Fruit Loops, and Vanilla Conchitas — high-engagement items students seek out
- Top lunch performers include Chicken Dumplings, Chicken Tamales, Beef Taco Sticks, and Birria Tacos — culturally resonant, student-approved choices

This ongoing menu optimization is only possible because we have a multi-year data relationship with Voices — something a new vendor would have to build from scratch.

Opportunities We Are Ready to Execute

We are not asking Voices to stay with the status quo — we are committed to continuous improvement. Based on our operational review, we have identified the following near-term opportunities:

- Day-ahead delivery model at Morgan Hill: The site has equipment to heat and store meals onsite. Shifting to a heat-on-site model (similar to Flagship) could meaningfully improve meal quality and temperature consistency
- Expand Grill Days: More sites can participate in Grill Day activations, and these events can be tied to school-wide goals such as attendance milestones or academic performance incentives — building school culture alongside nutrition
- Deeper student engagement: Tastings and student surveys can be implemented to give students a voice in menu selection, increasing buy-in and participation further

Administrative Review Support, Every Step of the Way

When one of our school partners is undergoing an Administrative Review from the California Department of Education, we provide comprehensive documentation support to help ensure a smooth and successful review. Our team prepares and supplies the Offsite Assessment Tool (OAT), covering items #600–602, as well as all required materials across every section of the School Nutrition Program Administrative Review Checklist. This includes full support for Meal Components and Quantities during the week of review — including Breakfast and Lunch Menus, completed USDA Menu Worksheets or equivalent documentation, and all supporting menu documentation. We also cover the National School Lunch Program Afterschool Snack Program, ensuring all supporting menu documentation is prepared and in order. And for the Day of Review Meal Observation, we handle everything from menus and supporting menu documentation to Buy American information for reviewer selection.

Because Administrative Reviews are predominantly scheduled at the beginning of the school year, there are no surprises — we plan ahead alongside our partners from the start. Once we are notified of the review, we will already know your onsite day and your review period, giving us everything we need to prepare. From there, our partners can expect all required documentation to be delivered within a two-week timeframe once the review period has concluded, ensuring a timely and organized submission process.

From the first document to the final observation, our partners never have to navigate the process alone — we are with them every step of the way.

Contingency Planning for Supply Chain and Staffing Disruptions

At Revolution Foods, we understand that consistency matters. Our contingency planning is built to ensure your students continue receiving meals without disruption, even during supply chain challenges, staffing shortages, or other unforeseen events.

Supply Chain Approach

We maintain a diversified vendor network and closely monitor inventory and market conditions so we can act early, not react late. Every menu item has pre-approved, USDA-compliant substitutions, allowing us to pivot quickly while maintaining nutrition standards and student acceptance.

Examples of Substitutions

When primary items are unavailable, we implement like-for-like replacements, such as:

- Fresh fruit replaced with seasonal alternatives, applesauce cups, or frozen fruit
- Chicken replaced with turkey, beef, or plant-based proteins
- Brown rice replaced with other whole grain-rich items like whole grain pasta or quinoa blends
- Milk sourced from alternate approved dairies or adjusted by flavor availability

These adjustments are seamless and communicated in advance whenever possible.

Operational Flexibility

Our teams are cross-trained across production and delivery, and our regional kitchen model allows us to shift production as needed. This built-in flexibility ensures continuity even during staffing shortages or localized disruptions.

Partnership First

No two challenges are the same. We work closely with each school to adjust in real time, whether that means menu changes, delivery shifts, or service adjustments.

Our commitment is to deliver compliant, student-approved meals on time and in full whenever conditions allow. In true force majeure situations, such as natural disasters or events outside of operational control, we prioritize clear communication and work collaboratively with our partners to implement the best possible solution under the circumstances.

Commitment to Healthy & Fresh Foods

Below are a few helpful resources for parents and students to learn more about how our meal program works:

1. The meals served are compliant with the USDA's Child Nutrition Program standards. It is important to understand what those strict standards entail as they limit sodium, saturated fats and dictate fruit and vegetable variety throughout the week's serving rotation.
2. Breakfast, lunch, snack, and/or supper must be purchased, produced, packaged, AND offerED all meal components which include grain, protein, vegetable, fruit, and milk with lunch for under the state reimbursement rate. Schools retain 15% or more of that reimbursement to cover costs of heating equipment and servers onsite.
3. Take a look at our full menu variety or view what each meal looks like here. **Menu options vary per school and are based on individual school administrator selection.*
4. Fruit and vegetable sourcing is in accordance with USDA's Buy American Provision. Our fruit comes from California farms when cost and availability align. Our produce experts seek opportunities to further enhance our fruit rotation with fresh cut fruit and organic if quality can be maintained during the long journey from field to student and options are affordable.

You can view the allergen and nutrition report each month to monitor sugar, fat, sodium, calories, and more here.

At the heart of our mission is a steadfast commitment to providing schools with meals that are both healthy and fresh, supporting the nutritional well-being of students while meeting their diverse preferences. Our focus on fresh, high-quality ingredients ensures that every meal we serve contributes to the health and happiness of your students.

Fresh Ingredients

We take pride in offering a vibrant variety of fresh fruits and vegetables daily, providing students with nutrient-packed options that are as delicious as they are wholesome. This year, we've introduced a unique selection of fresh fruits, including blood oranges, cantaloupe, grapes, mandarins, nectarines, peaches, persimmons, and watermelon, among others. Each fruit serving is carefully portioned to meet USDA standards, delivering both flavor and nutritional value. Additionally, students will enjoy fresh vegetable options and rotating entrée salads, bringing variety and excitement to every meal.

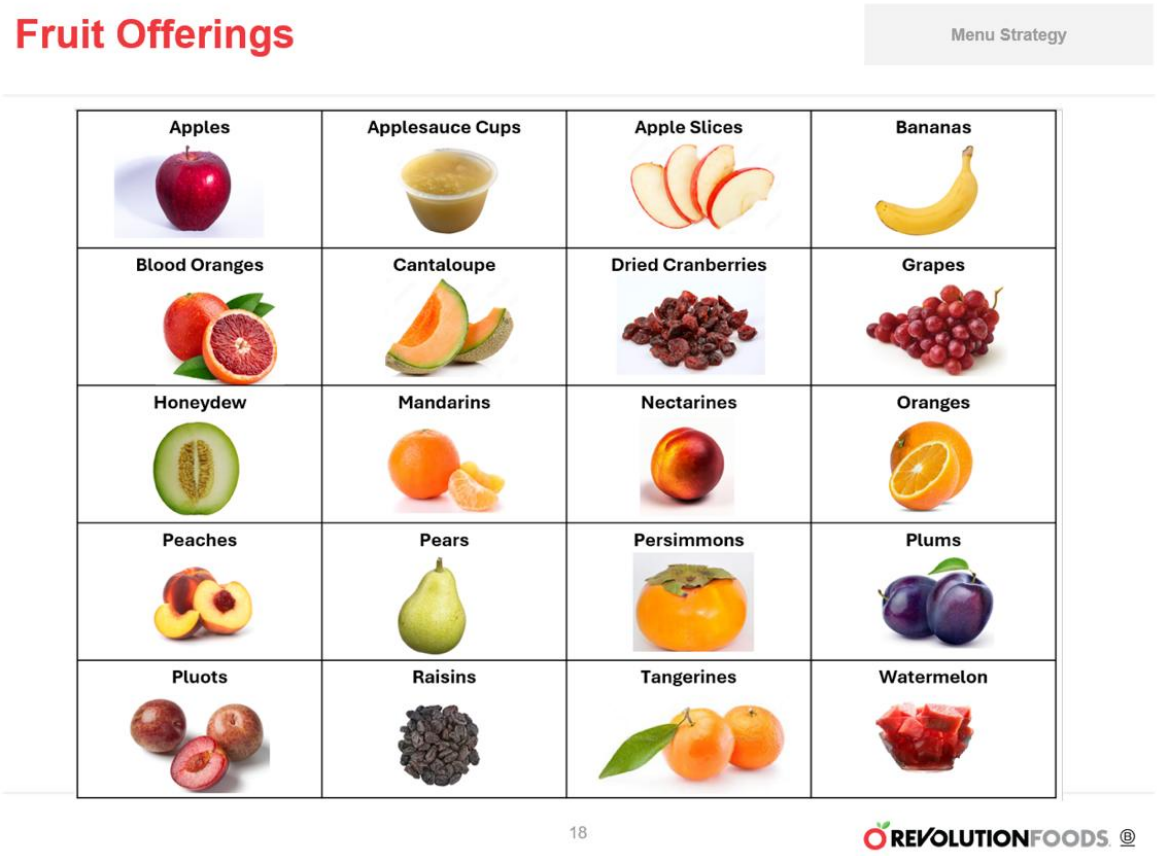
Prioritizing Health

Our menus are thoughtfully designed to meet or exceed the USDA's Child Nutrition Program standards, aligning with the Dietary Guidelines for Americans. By emphasizing fruits, vegetables, lean proteins, and whole grains, we ensure that students receive balanced, nutrient-dense meals. We also take great care to limit added sodium, fat, and sugar, while targeting age-appropriate calorie ranges as outlined by the National School Lunch Program. These efforts ensure that every meal supports students' physical and cognitive development, laying a foundation for lifelong healthy eating habits.

Diverse Meal Options

Variety is key to encouraging participation in school meal programs, and we offer a wide range of options to keep students engaged and satisfied. For breakfast, we provide 35 menu items across six categories, including bakery goods, cereals, dairy proteins, and both hot savory and sweet options. For lunch, students have over 35 options spanning eight distinct categories, such as American, Asian, Latin, Italian, salads, sandwiches, and more. This diverse menu ensures that students can always find meals that cater to their tastes while exploring new cuisines and flavors.

Our dedication to healthy and fresh foods reflects our commitment to nourishing students and supporting their success, both in and out of the classroom. By partnering with us, your students will benefit from an innovative meal program that prioritizes quality, variety, and wellness.



Alongside our regular rotation of Apples, Bananas, Pears, Juice, and Oranges, we also incorporate seasonal fruits. These are the fruits served during the 2025-26 school year and we plan to further EXPAND each year.

Revolution Foods is committed to incorporating fresh, seasonal cut fruit into both breakfast and lunch service, subject to seasonal availability. Our team will work closely with the SFA to ensure fruit offerings align with the menu cycle and are provided as frequently as availability allows throughout the school year.

Local Farm Partnerships & Fresh Produce Sourcing



We believe that the quality of school meals begins long before food reaches the cafeteria — it starts at the source. Our approach to fresh produce is rooted in building and sustaining meaningful, long-term partnerships with local farms and regional growers, ensuring that the ingredients we serve students are as fresh, nutritious, and responsibly grown as possible.

Established Relationships with Regional Farms
Over the years, we have cultivated direct relationships with farms and growers throughout California, many of which span a decade or more. These are not transactional vendor arrangements — they are genuine partnerships built on shared values of quality, transparency, and a commitment to feeding students well.

Our current farm and supplier relationships include:

Grimmway Farms	Wonderful Citrus	Kings River
Kern Ridge Farms	Dole	HMC Farms
Bolthouse Fresh	Taylor Farms	Primavera
Golden Farms	Muzzi	Kingsburg Orchards
Huebert Farms	Rivermaid Farms	Peterson Farms
Peters Fruit Farm	Scully Farms	Hererra Farms
Miranda Farms	Bar 2 Ranch	

Rather than rigid, restrictive contracts, we deliberately structure our purchasing arrangements with these farms to allow flexibility — giving us the agility to respond to seasonality, crop availability, and market conditions to always secure the freshest, highest-quality produce for students.

Proactive Local Sourcing Strategy
Our procurement philosophy is not simply about meeting a minimum threshold — it is about actively prioritizing regional producers at every stage of the purchasing process. Specifically:

- During the bidding process, we give preferential consideration to Northern California producers, consistent with the spirit of California AB 778.
- Our team regularly reviews and refreshes menus to identify seasonal substitution opportunities, replacing out-of-region items with locally grown alternatives whenever availability and quality allow.
- We maintain a **Master Item Sheet** that tracks the origin and location of every product in our inventory. To further strengthen local accountability, we have expanded this into a dedicated **Master Bid Sheet** that includes a vendor address column, enabling instant verification of which suppliers fall within the local sourcing radius.

Real-Time Tracking & Accountability
We back our local sourcing commitments with data. Our procurement team leverages **Power BI** to maintain a live dashboard providing real-time visibility into year-to-date local spending. This allows our buyers to proactively course-correct — if spending trends toward falling below our local sourcing target at any point in the year, the system flags our team to adjust upcoming orders, swapping non-local staples for regional alternatives before any gaps occur.
This combination of established farm relationships, a California-first procurement philosophy, and a data-driven tracking infrastructure ensures that our commitment to fresh, locally sourced produce is measurable, accountable, and consistently delivered to every student we serve.

Leadership Highlights:



George brings over 35 years of leadership in the food industry to Rev. From farms to factories to Fortune 500 boardrooms, he's led teams across every corner of food manufacturing, distribution, and strategy. George is committed to expanding access to fresh, healthy meals, developing new kid-approved products, and strengthening Revolution Foods' mission as a certified B Corporation.

George provides financial support to the Foundation for the Children of the California's (which serves to enhance the health and nutrition of underserved children in Tijuana), he received the Humanitarian Award from National Jewish Health Foundation (focused on children's asthma) and continues to serve as a National Trustee, and has served on the board of USC Keck Arcadia Hospital for over 10 years.



As Senior Vice President of Sales, Marketing, and Customer Experience, Drew leads the commercial team at Revolution Foods, driving growth strategy and championing customer satisfaction. Previously, he spent 16 years at General Mills in the foodservice segment, where he held leadership roles in marketing, business development, and M&A integration. He holds an MBA from Rice University and a BA from Southern Methodist University.



As Chief Financial Officer, Rick brings deep experience in the food industry, serving in finance and accounting leadership roles. He's also worked extensively with cross-functional teams to drive improvements across the spectrum, with significant depth in operations and performance analysis. Rick is driven by a relentless continuous improvement focus to help teams add value and improve performance.



Sophie is Head of Product, Strategy, and Innovation at Revolution Foods, where she previously served as Chief of Staff. With a background in Education Technology building math curriculum, she balances innovation with practical functionality that meets customer needs. In this new role, she aims to serve as the strategic quarterback for the company's design, build, and innovation efforts. She holds a Master's in Nonprofit Management from Columbia University.



Alejandro Mata is a process-centered, results-driven HR leader and MIT-trained industrial engineer with global, multi-industry experience at Fortune 50 companies including Amazon and J.P. Morgan Chase. He's passionate about scaling organizations and driving operational excellence through simple, effective people practices — leading with both heart and mind.



Jonathan brings over 10 years of experience in the School Meal sector and serves as the Senior Director of Business Development for K-12 Vended Meals at Revolution Foods, leading strategic growth initiatives across California and Nevada. With a focus on expanding access to nutritious, high-quality meals, he partners with schools and districts to design sustainable meal programs that build lifelong healthy eaters.



With 25+ years in food manufacturing, Patrick has led product development, opened new facilities, and ensured food safety across 28 North American sites. A former VP of Corporate Quality, he brings deep expertise in Food Science and Organic Chemistry. Passionate about food safety, he looks forward to advancing Revolution Foods with his industry knowledge and certifications.



Elizabeth is a seasoned Customer Experience professional with over 24 years of success in building and leading customer-centric initiatives. She possesses a rich history in the Food & Beverage industry, combining her operational expertise with a passion for B Corp values and sustainability. Elizabeth is focused on crafting exceptional customer journeys that simultaneously deliver high-quality, healthy, and sustainable meals for all.



Leila is a seasoned Food & Nutrition professional with over 15 years of success in leading nutrition operations and delivering exceptional dining experiences. She possesses a rich history in the healthcare food service industry, combining her expertise as a Registered Dietitian with a Master's in Nutritional Science with a deep passion for cultural diversity, sustainability, and nutritional equity. Leila is focused on crafting exceptional food experiences that simultaneously deliver high-quality, nutritious, and culturally meaningful meals for all.

Verification of participation in the USDA or DOD Foods Cooperative.

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

August 12, 2025

Revolution Foods PBC
5743 Smithway Street, Unit 103
Commerce, CA 90040

This letter is to notify you that the U.S. Department of Agriculture (USDA) Foods State Participation Agreement renewal for **Revolution Foods PBC., Agreement # M10-224**, has been approved effective July 1, 2025.

As a reminder, processors must monitor inventory to ensure that the **quantity of USDA Foods on hand does not exceed a six-month supply** based on the processor's average monthly usage. A written request to allow an inventory level of higher than six months shall be submitted prior to or in anticipation of surpassing the six-month limit.

Additionally, processors shall submit monthly performance reports under this agreement to the California Department of Education Food Distribution Program **no later than 30 days** after the close of each reporting period.

If you have any questions regarding your USDA Foods Processing Agreement, please contact Jessica Dunajski, Processing Consultant, Distribution and Processing Unit, by phone at 916-323-2591 or by email at jdunajski@cde.ca.gov.

Sincerely,

Carrie Robinson, Manager
Food Distribution Program

CR:jd

Attachments

Utilization of USDA Food Entitlement and Credit Process

We take a comprehensive and collaborative approach to managing USDA Foods entitlement, supporting schools in maximizing their allocation dollars through effective use of both brown box USDA Foods and the Department of Defense (DOD) Fresh Fruit and Vegetable Program (FFAVORS). Our goal is to fully integrate these resources into the meal program in a way that is cost-effective, nutritionally balanced, and operationally seamless.

Strategic Planning and Collaboration

Prior to the school year, we partner with the SFA to review their total entitlement allocation and develop a usage strategy that aligns with their goals, menus, and participation projections. Together, we identify USDA brown box items and DOD Fresh produce that support planned menu cycles and nutrition standards. By securing commodity items early and coordinating orders in advance, we help SFAs make the most of their entitlement funds.

Brown Box USDA Foods

We maximize the use of brown box USDA Foods—such as frozen vegetables, legumes, tomato products, pasta, cheese, and lean proteins—by incorporating them into our core recipes and daily menus. These items help reduce reliance on commercial ingredients, driving down food costs while maintaining high-quality, compliant meals. We manage all USDA Foods with care, following strict food safety protocols, including:

- **Inspection & Documentation:** Verifying quality and USDA compliance at the time of delivery
- **Proper Storage:** Following temperature and food safety standards
- **Inventory Management:** Tracking usage to ensure efficient rotation and minimal waste

DOD Fresh (FFAVORS) Program

We also work closely with the SFA to manage their DOD Fresh allocation through a detailed nine-month spending plan that reflects seasonal availability and menu needs. Our dedicated Produce Manager coordinates FFAVORS orders on a monthly basis, ensuring timely ordering (typically by the 25th of the prior month) and optimal use of fresh produce dollars.

We incorporate a wide variety of fruits and vegetables—such as apples, oranges, broccoli, baby carrots, celery, and strawberries—into menus to meet NSLP requirements and enhance student appeal.

Transparency and Credit Management

Our billing team reviews FFAVORS invoices weekly and applies corresponding credits directly to the SFA's monthly invoice. This process ensures full transparency and allows the SFA to track how entitlement funds are being applied throughout the year.

In Summary

Our program is designed to help schools make the most of their USDA entitlement by thoughtfully leveraging both brown box and DOD Fresh options. We provide the planning, tracking, and support needed to ensure these resources are fully utilized and seamlessly integrated into the school's meal program.

How DOD Works

Upon receiving the DOD allocation from the SFA, we develop a comprehensive nine-month spending plan that aligns with projected needs and budget considerations. This proactive approach ensures strategic planning for the entire school year while allowing flexibility to accommodate seasonal availability within the FFAVORS system.

Our dedicated Produce Manager reviews and submits orders each month, ensuring that SFA receives the upcoming month's DOD Fresh quantities no later than the 25th of the prior month (e.g., August 25 for September menus).

We collaborate with the SFA at designated times before the school year begins to determine USDA Foods orders, ensuring products are secured in advance and aligned with menu planning requirements.

How will USDA Foods/DOD Fresh be incorporated into the SFA's meals?

USDA Foods and DOD Fresh items are seamlessly integrated into the SFA's meal program to meet National School Lunch Program (NSLP) fruit and vegetable requirements.

We incorporate a variety of fresh produce, including apples, oranges, pears, strawberries, broccoli, cauliflower, celery sticks, and baby carrots, into weekly menus to provide nutritious and balanced meals.

All USDA Foods are received, stored, and managed following food safety regulations and best practices to ensure quality and compliance.

Our data and billing team closely monitors FFAVORS invoices, processes them weekly, and applies a credit memo to the SFA's monthly invoice at the end of each month, ensuring full transparency in cost adjustments. A sample invoice demonstrating this crediting process is below for reference.

How will the Revolution properly receive and store USDA Foods?

We follow strict protocols to properly receive and store USDA Foods:

- Inspection & Documentation: All USDA Foods are inspected upon arrival to ensure quality and compliance with USDA standards.
- Proper Storage: Items are stored according to temperature and food safety requirements to maintain freshness and prevent contamination.
- Inventory Management: We implement regular tracking and monitoring processes to ensure USDA Foods are utilized efficiently while minimizing waste.

Online Meal & Drink Ordering

With Revolution Foods, you have tremendous control over the meals and drinks you receive. Revolution Foods is not the type of vendor to impose any predetermined values or food views on your stakeholders. We believe that you know your students best and you know what their needs, goals, and likes are. It's that reason that Revolution Foods provides you with control over several of your ordering processes and will always work with you to assure that your sites order at the optimal levels to ensure student satisfaction and maximum participation.

Online Meal Ordering

How frequently are orders submitted?

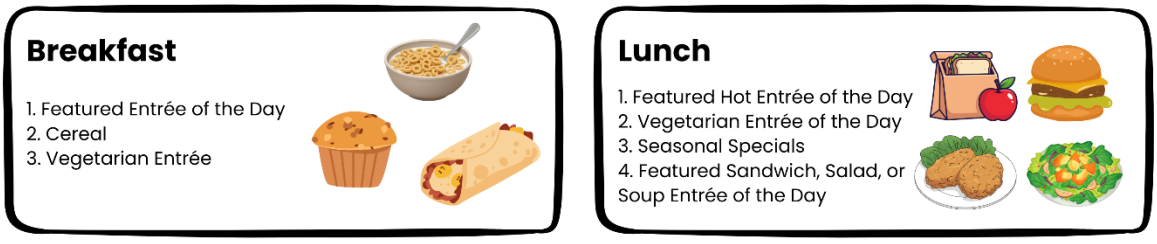
Menus for the subsequent month are released by the 5th of each month. The SFA's assigned Customer Experience Account Manager would collaborate with school site staff to go over the menu and use the feedback along with hard POS data to drive the monthly order. Orders should be fully submitted by the 10th of each month and SFA staff can download a copy of the meals ordered along with exact numbers for each item ordered.

How can schools modify their orders? How close to the service date can the school modify their orders?
School site staff can collaborate with their Customer Experience Account Manager and modify the orders up to Tuesday at 5pm for the following school week. Pending availability, options to modify include changing the item ordered, increasing or decreasing orders, adding sack lunches, and more. Each Tuesday at 5pm, the system locks the order in for the subsequent week. In cases of emergency, we are occasionally able to increase or decrease orders with 24–48 hour of delivery date notice by calling your Customer Experience Account Manager.

We recognize that unforeseen circumstances can arise, making modifications or cancellations a necessary part of any program. In those moments, your dedicated Customer Experience Account Manager will work closely with you to assess all available options and identify the best path forward. Our commitment goes beyond meal service, and we are invested in the long-term success of your program, always striving to find solutions that keep your operations running smoothly. Because your success is our success.

Meal Ordering

Every day, Revolution Foods provides you with the option to order from at least two (2) breakfast meals and from at least three (3) lunch meals. Schools are encouraged to mix up their orders to provide their students with the greatest amount of variety possible. Your daily options include:



Milk Ordering

Revolution Foods provides you with full control within our ordering system to create the exact milk type ratio that works for your school. Want only white milk, no chocolate? No problem! Want chocolate milk only on Fridays? Easy!

As you can see in the images below, you can pick the exact percentages of your order for each type of milk. Once you preset your ratios, your milk orders will auto populate into the ordering system without you having to tally them up each time.

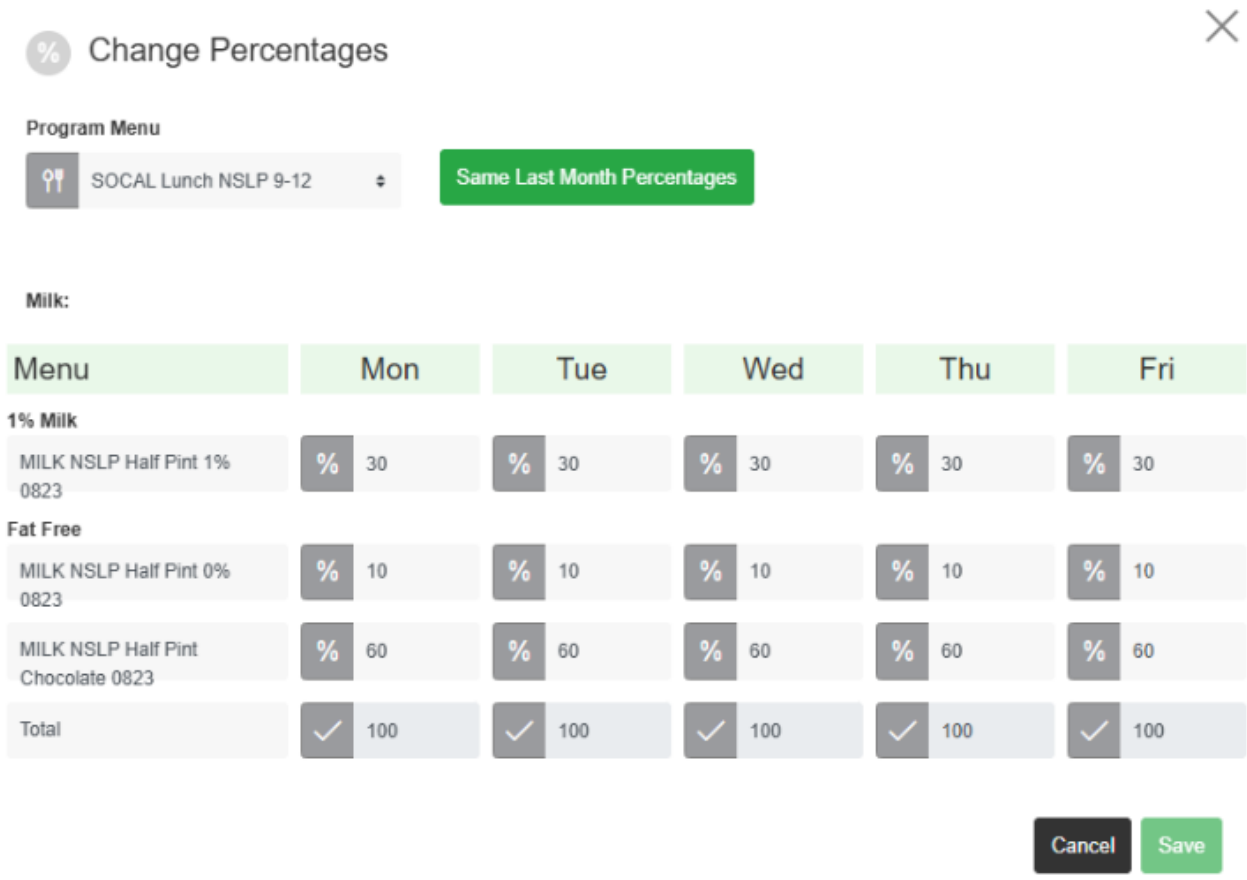
Juice Options

Some schools elect not to use 100% fruit juice as a fruit option within the meal pattern. This is yet another area where Revolution Foods provides you with full control. You can have your site set as a "No Juice" or "Juice only 1x per week"

school. In that way, Revolution Foods will provide your students with an extra serving of fresh fruit instead of juice. This set up isn't preset in the ordering system, but rather it's a special set up that can be arranged in collaboration with your Customer Experience Account Manager.

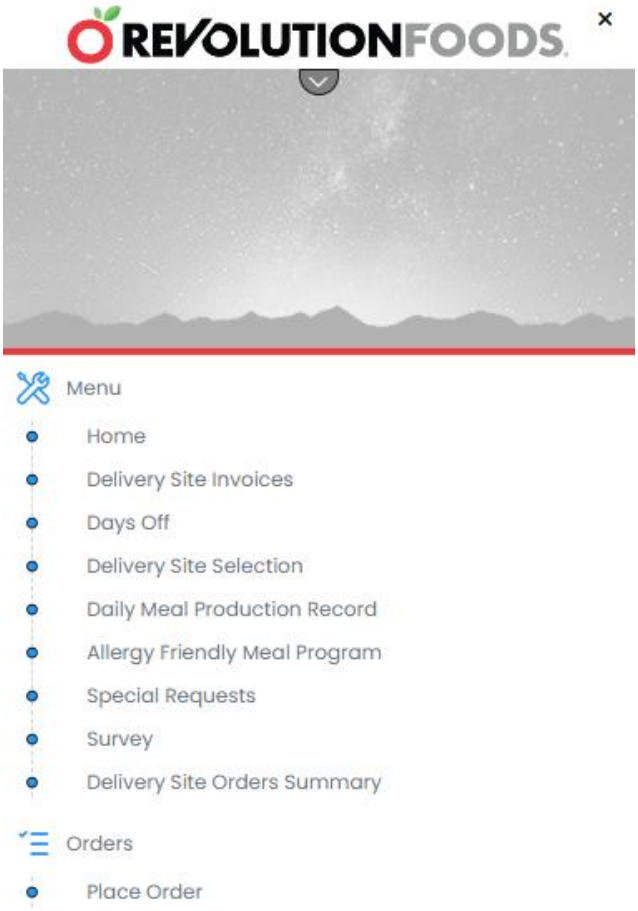
Field Trip and Special Activity Meals

Revolution Foods has a simple online request process for field trip sack lunches. Field trip requests generally require 1-2 weeks' notice and special services such as separating the meals by bus count or site can be provided at no additional charge. Sack lunches are then delivered to the school at the requested time. Sack lunches for those students that receive special meals must be identified on the Field Trip request form.



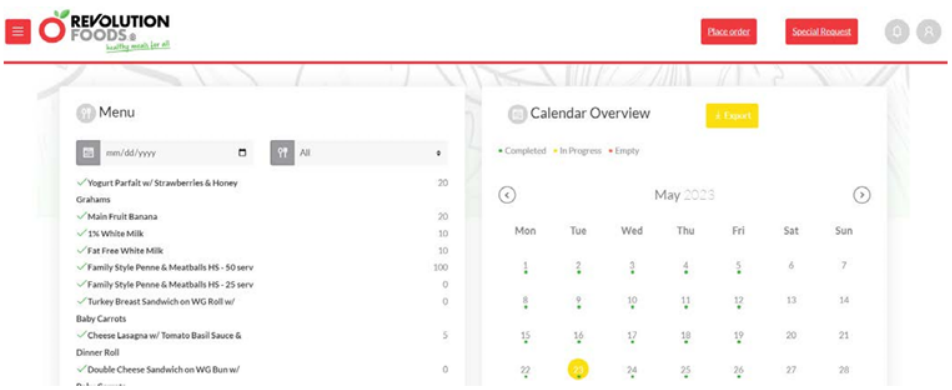
Revolution's Ordering Platform – Centro

Proprietary

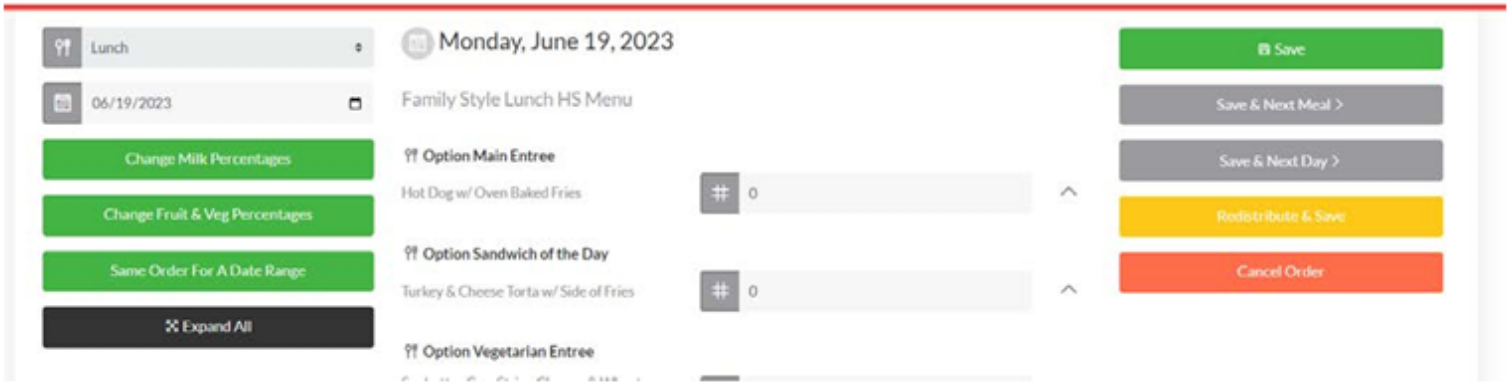


DELIVERY SITE ORDER PAGE DASHBOARD

Once you have selected the delivery site, you will be taken to the Delivery Site Order Page Dashboard.



Once in the ordering screen, you can also choose desired meal type or Extras Section from the meal drop down or the desired date from a calendar view.



Proprietary

SPECIAL REQUEST OPTIONS

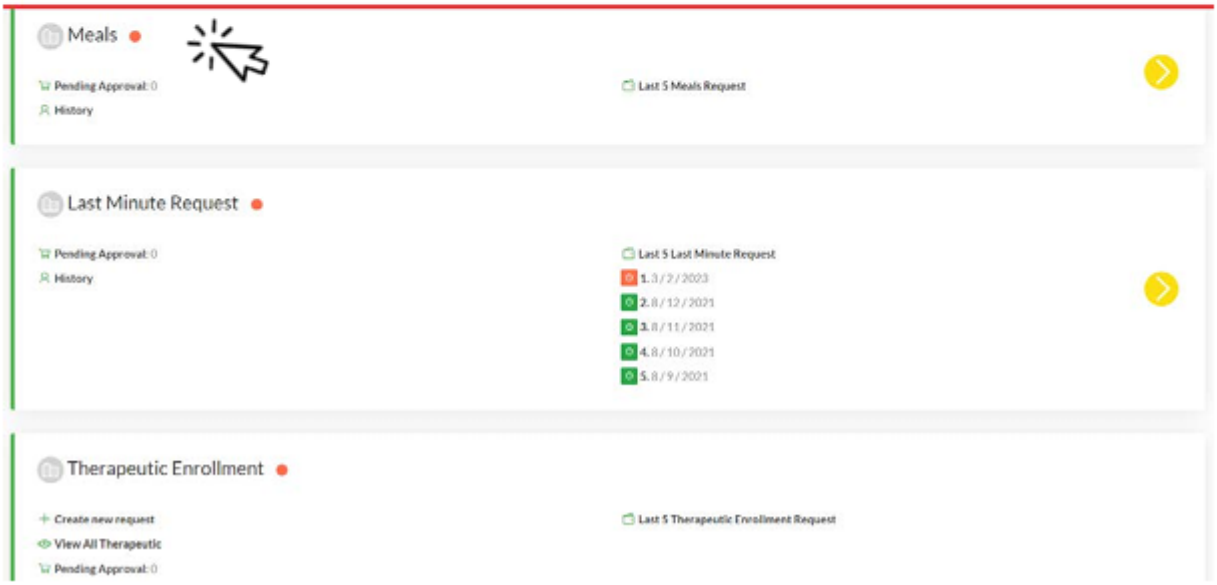
Special Requests are requests for meals that fall outside the normal day-to-day meal service.

At the top of the Dashboard, next to the Place Orders button you will see the Special Request button.



There are 3 Special Request categories:

1. Meals
2. Last Minute Requests
3. Allergy Friendly Meals Enrollment

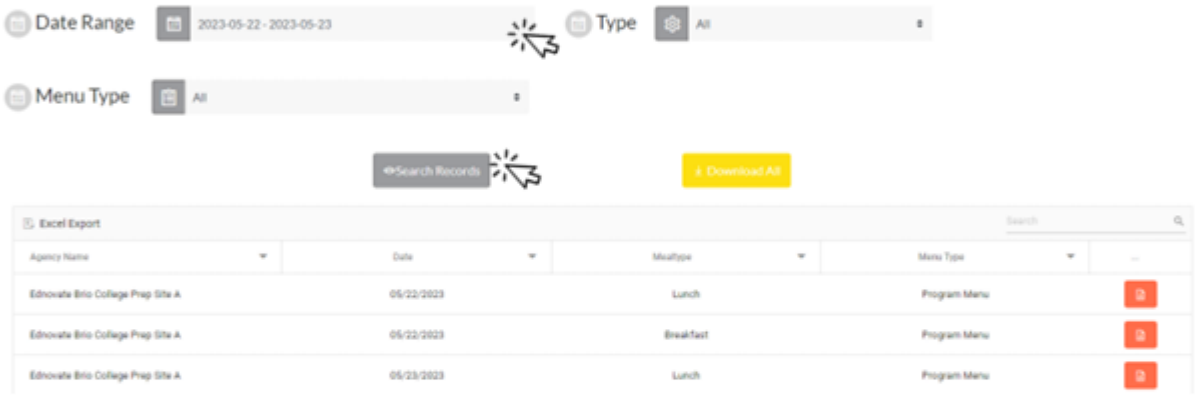


Proprietary

DAILY MENU PRODUCTION RECORDS

Daily menu production records (MPR) are available to access from the main menu. Records up to 2 days in the future can be downloaded. It is recommended that you print your records daily and use them to record the number of meals received, overages, shortages and leftovers. Sites should also be recording the condiments used from their Extras "inventory" for the day's meal service.

Fill out desired range date, menu type and meal type. Select search records, you can download one at a time or choose to download all.



DELIVERY SITE INVOICES

Invoices can be downloaded directly from Centro for all your assigned delivery sites. Select Delivery Site Invoices from the main menu. You can see and download your invoices in various ways.

You can select one Delivery Site, multiple or all. You can specify a date range to search for invoices. The default range is the last 2 months of invoices.

NOTE: When selecting the date range, you must select the entire month to populate that month's invoices. For example, January 1- 31, must be selected to populate the January invoices. Selecting only a partial month's date range (i.e. January 2-10) will not return any results.

Payment Terms: Revolution Foods issues invoices on a monthly basis where payment is due within 30 days of the invoice date.

Board Policy #: (SP) 21
Adopted/Ratified: 06/24/2026 (Pending Approval)
Revision Date: 06/24/2026(Pending Approval)

CELL PHONES, SMART WATCHES, & OTHER ELECTRONIC COMMUNICATION DEVICES POLICY

The Voices College Bound Language Academy ("Voices" or the "Charter School") Board of Directors recognizes the potential for cell phones, smartphones, smart watches, and electronic communication devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on school grounds, or school-sponsored activities, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off, powered down, and stored in backpacks and out of view while on school grounds or at school-sponsored activities and functions. To promote this requirement, Voices may provide approved storage pouches or other secure storage where all private devices may be stored securely during the school day. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Off campus before or after school.
- In pickup/drop off zones (only with staff permission)
- Before or after any Charter School-sponsored activity occurring before or after the regular school day.
- In the case of a public safety emergency, or in response to a reasonable, perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student's individualized education program ("IEP").

Private devices must be turned off and powered down throughout the school day, and may not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, recess, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. Charter School employees shall remove any private device from a student's possession who is found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article,

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Board Policy #: (SP) 21
Adopted/Ratified: 06/24/2026 (Pending Approval)
Revision Date: 06/24/2026(Pending Approval)

whether within the immediate presence of the student or not, a Charter School employee may confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices at the end of the regular school day or at the conclusion of a Charter School-sponsored activity.

Charter School is not responsible for preventing theft, loss, or damage to any private devices brought onto campus or at Charter School-sponsored activities.

4876-9380-9199, v. 3

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Board Policy #: (BG) 02
Adopted/Ratified: 10/13/2016
Revision Date: Pending

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations §18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code for Voices College-Bound Language Academies (Voices).

Individuals holding designated positions shall file statements of economic interests with Voices, which will make the statements available for public inspection and reproduction (Government Code § 81008). All statements will be retained by Voices.

Board Policy #: (BG) 02
Adopted/Ratified: 10/13/2016
Revision Date: Pending

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONFLICT OF INTEREST CODE

APPENDIX A
DESIGNATED POSITIONS

Designated Position	Disclosure Category
Network Chief Officers	1, 2
Special Projects and Credentialing Manager (Board Secretary)	2
Director of Human Resources	2
Director of Data and Compliance	2
Director of Special Education	2
School Principals	2
Consultants/New Positions	*

***Consultants/New** Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer or designee may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer or designee’s determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).*

Board Policy #: (BG) 02
Adopted/Ratified: 10/13/2016
Revision Date: Pending

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONFLICT OF INTEREST CODE

The following positions are not covered by the code because the positions manage public investments. Individuals holding such positions must file under Government Code Section 87200 and are listed for informational purposes only.

- Members of the Governing Board
- Members of the Finance Committee

An individual holding one of the above-listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Section 87200.

Board Policy #: (BG) 02
Adopted/Ratified: 10/13/2016
Revision Date: Pending

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONFLICT OF INTEREST CODE

APPENDIX B
DISCLOSURE CATEGORIES

Category 1
Designated positions assigned to this category must report:

a) Interests in real property that are located in whole or in part within a two-mile radius:

- of any authorizer that has authorized a Voices charter school, or
- of any facility utilized by Voices' charter schools, or of a proposed site for a Voices facility.

b) Investments and business positions in business entities, and sources of income (including receipt of gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2
Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by Voices.

Category 3
Designated positions assigned to this category must report:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

This is the last page of the conflict-of-interest code for **Voices College-Bound Language Academies.**

SECOND AMENDMENT TO
MEMORANDUM OF UNDERSTANDING (MOU) 2024-2027
BETWEEN VOICES ACADEMIES AND BOYS & GIRLS CLUBS OF SILICON VALLEY
AFTER SCHOOL EDUCATION AND SAFETY (ASES) PROGRAM GRANT
AND
EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP) GRANT

This AMENDMENT TO THE MEMORANDUM OF UNDERSTANDING ("MOU") is entered into and becomes effective on _____ (Effective Date), between VOICES ACADEMIES (hereinafter referred to as **PARTNER**), and BOYS & GIRLS CLUBS OF SILICON VALLEY (hereinafter referred to as **PROVIDER**), hereinafter referred to collectively as the "Parties."

RECITALS

The following recitals are a substantive part of this Amendment:

1. This Second Amendment to the MOU is entered into in consideration of the Parties' mutual covenants.
2. The PROVIDER and PARTNER entered into that "Memorandum of Understanding" made as of August 19, 2024, for PROVIDER to operate an expanded learning program for students attending Voices Flagship, Voices Morgan Hill, Voices Mount Pleasant and Voices West Contra Costa.
3. The PROVIDER and PARTNER entered into that certain First Amendment to the MOU, effective November 20, 2025, which amended certain provisions of the original MOU.

AMENDMENT

THE PARTIES HERETO AGREE AS FOLLOWS:

1. **Amendments**: All terms and conditions of the MOU, as amended, shall remain in full force and effect; except that the following amendments shall be made as set forth below:

   1.1. To Paragraph **C. DUTIES OF PROVIDER "Program Elements (Capacity Enrollment)"**

   Capacity enrollment for school year programming by location is as follows:

Location	Enrollment Capacity	TK/K Spots
Voices Flagship	100	20
Voices Morgan Hill	100	20
Voices Mount Pleasant	60	10
Voices West Contra Costa	100	20
TOTAL	**360**	**70**

   In a program school year, attendance goals are 85 percent of the targeted attendance. Aggregate annual attendance goals for the programs are as follows:

Location	Enrollment Capacity	Goal
Voices Flagship	100	85
Voices Morgan Hill	100	85
Voices Mount Pleasant	60	51
Voices West Contra Costa	100	85
TOTAL	**360**	**70**

Shall be replaced in its entirety by the following:

Capacity enrollment for school year programming by location is as follows:

Location	Enrollment Capacity	TK/K Spots
Voices Flagship	130	30
Voices Morgan Hill	100	20
Voices Mount Pleasant	60	10
Voices West Contra Costa	120	20
TOTAL	**410**	**80**

In a program school year, attendance goals are 85 percent of the targeted attendance. Aggregate annual attendance goals for the programs are as follows:

Location	Enrollment Capacity	Goal
Voices Flagship	130	110.5
Voices Morgan Hill	100	85
Voices Mount Pleasant	60	51
Voices West Contra Costa	120	102
TOTAL	**410**	**348.5**

Shall be replaced in its entirety by the following:

Capacity enrollment for school year programming by location is as follows:

Location	Enrollment Capacity	TK/K Spots
Voices Flagship	130	30
Voices Morgan Hill	100	20
Voices Mount Pleasant	60	10
Voices West Contra Costa	180	40
TOTAL	**470**	**100**

In a program school year, attendance goals are 85 percent of the targeted attendance. Aggregate annual attendance goals for the programs are as follows:

Location	Enrollment Capacity	ADA Goal
Voices Flagship	130	110.5
Voices Morgan Hill	100	85
Voices Mount Pleasant	60	51
Voices West Contra Costa	180	153
TOTAL	**470**	**399.5**

Capacity enrollment for Non-Instrucational Day Programming (30) by location is as follows:

Location	Enrollment Capacity	TK/K Spots
Voices Flagship	100	20
Voices Morgan Hill	100	20
Voices Mount Pleasant	60	10
Voices West Contra Costa	100	20
TOTAL	**360**	**70**

1.2. To Paragraph **C. DUTIES OF PROVIDER**

Shall be deleted in its entirety:

"Transportation Services"

- PROVIDER shall coordinate and provide transportation for up to nine (9) transitional kindergarten and kindergarten students to ensure access to program services.
- Transportation shall be provided between the following locations:
  - **Voices Andrade** (2354 Andrade Avenue, Richmond, CA 94804)
  - **Voices West Contra Costa** (201 28th Street, Richmond, CA 94804)
- Transportation shall occur every regular school day during the regular school year.
- All transportation services shall comply with applicable local, state and federal laws and regulations, including vehicle safety standards, driver qualifications and insurance requirements and child passenger safety laws.
- PROVIDER shall maintain appropriate insurance coverage and shall indemnify and hold harmless PARTNER from any claims arising out of transportation activities, except to the extent caused by the negligence or willful misconduct of the PARTNER.

Effective July 1, 2026 PROVIDER shall have no further obligation to coordinate or provide transportation services under this MOU.

1.3. Paragraph **C. DUTIES OF PROVIDER "Hours of Operation"**

PROVIDER will ensure that the program will operate every regular school day during the regular school year for 175 days. The program hours are after school beginning immediately upon the conclusion of the regular school day until 7:00 p.m.

Shall be replaced in its entirety by the following:

PROVIDER will ensure that the program will operate every regular school day during the regular school year for 175 days. The program hours are after school beginning immediately upon the conclusion of the regular school day until 6:00 p.m., except on Wednesdays, when programming will begin at 12:30 p.m. to support the early dismissal of the instructional day, and continue until 6:00 p.m.

1.4. To Paragraph **C. DUTIES OF PROVIDER**

Shall be added:

"Joint Quarterly Review"

PROVIDER will provide enrollment and daily attendance data to PARTNER for a joint quarterly review to assess enrollment and daily attendance, and if necessary, adjust staffing levels accordingly.

1.5. Paragraph **D. PARTNER OBLI GATIONS "Enrichment Block"**

PARTNER will provide curricula, training, ongoing coaching, materials, supplies, equipment, storage and instructional space to PROVIDER for the successful facilitation of the mandatory daily "Enrichment Block", between 3:00 p.m. and 4:00 p.m., Monday through Friday at the following locations: Voices Flagship, Voices Morgan Hill, and Voices Mount Pleasant. Enrichment services will not be required at Voices West Contra Costa.

Shall be replaced in its entirety by the following:

PARTNER will provide curricula, training, ongoing coaching, materials, supplies, equipment, storage and instructional space to PROVIDER for the successful facilitation of the mandatory daily "Enrichment Block", between 3:00 p.m. and 4:00 p.m., Monday through Friday at the following locations:

- Voices Flagship
- Voices Morgan Hill
- Voices Mount Pleasant

Enrichment services will not be required at Voices West Contra Costa.

Shall be replaced in its entirety by the following:

PARTNER will provide storage and instructional space to PROVIDER, and PROVIDER will provide curricula, training, ongoing coaching, materials, supplies, and equipment for the successful facilitation of the optional daily "Enrichment Block," between 3:00 p.m. and 4:00 p.m., Monday

through Friday at the following locations: Voices Flagship, Voices Morgan Hill, Voices Mount Pleasant, and Voices West Contra Costa. PARTNER will provide school personnel to assist PROVIDER with enrichment programming, while PROVIDER takes the lead role on all programming and planning associated with Enrichment Block programs. PROVIDER will provide services to the maximum number of students as outlined in Paragraph 1.1.C, DUTIES OF PROVIDER, "Program Elements (Capacity Enrollment)."

1.6. Paragraph **E. COMPENSATION:** For the full performance of this MOU, PARTNER shall pay PROVIDER $1,521,000 as follows:

(1) Voices Flagship | $407,755 | School Year ($347,932) and Summer ($59,823)
(2) Voices Morgan Hill | $407,755 | School Year ($347,932) and Summer ($59,823)
(3) Voices Mount Pleasant | $297,735 | School Year ($262,000) and Summer ($35,735)
(4) Voices West Contra Costa| $407,755 | School Year ($347,932) and Summer ($59,823)

Shall be replaced in its entirety by the following:

Paragraph **E. COMPENSATION:** For the full performance of this MOU, PARTNER shall pay POVIDER $1,683,164 and the services described herein. PARTNER shall pay PROVIDER a total amount of $1,271,538.74 calculated at a monthly rate of $158,942.34 for the eight-month period from November 1, 2025 through June 30, 2026. This amount reflects adjustments to the original budget, including:

- Addition of students and staff;
- Implementation of a transportation program;
- Reduction of enrichment hours at one location; and
- Correction of a prior budget error.

Payments shall be made in accordance with the invoicing schedule set forth in the original MOU, as modified by this Amendment. All other terms and conditions of the original MOU remain in full force and effect unless expressly modified herein.

Shall be replaced in its entirety by the following:

For the full performance of this MOU, PARTNER shall pay POVIDER $ 1,937,740 and the services described herein. PARTNER shall pay PROVIDER in ten equal monthly installments of $193,774. This amount reflects adjustments to the original budget, including:

- Eliminating Transportation program;
- Addition of students and staff; and
- Increase of Enrichment Hours at one location

(1) Voices Flagship | $534,884 | School Year ($442,049) and Summer ($92,835)

(2) Voices Morgan Hill | $450,192 | School Year ($355,690) and Summer ($94,502)
(3) Voices Mount Pleasant | $ 301,676 | School Year ($234,837) and Summer ($66,839)
(4) Voices West Contra Costa| $ 650,988 | School Year ($559,195) and Summer ($91,793)

Payments shall be made in accordance with the invoicing schedule set forth in the original MOU. All other terms and conditions of the original MOU remain in full force and effect unless expressly modified herein.

2. **Conflicts**: In the event of a conflict between the terms and provisions of this Second Amendment to the MOU and the terms and provisions of the MOU or the First Amendment, the terms of this Second Amendment to the MOU shall govern and control.

PARTNER:	**PROVIDER**:
Voices Academies	Boys & Girls Clubs of Silicon Valley
By:	By: _____
Name:	Name: Mark Washbush
Title:	Title: President
Date:	Date:

Faith in Action Community Education Services

And

Voices College-Bound Language Academy Stockton

This Memorandum of Understanding ("Agreement") sets forth the terms and understanding between Faith in Action Community Education Services ("F.A.C.E.S.") and Voices College-Bound Language Academy Stockton ("Voices") regarding after-school enrichment and expanded learning services for the 2026–2027 school year.

Background

This partnership supports the continued collaboration between F.A.C.E.S. and Voices Stockton to provide quality after-school enrichment and expanded learning opportunities for students while maintaining compliance with all applicable ELOP and ASES program requirements.

Purpose

F.A.C.E.S. will provide approximately five (5) after-school enrichment staff to support the Voices Stockton expanded learning program for the 2026–2027 school year. Services may include attendance tracking, student grouping, enrichment programming, program planning, operational oversight, student supervision, and related expanded learning support services for the Stockton campus only.

Enrichment Programming Responsibilities

F.A.C.E.S. shall lead and coordinate the daily enrichment block from approximately 3:00 PM–4:00 PM during regular school days. Responsibilities shall include the planning, development, organization, execution, implementation, and oversight of enrichment programming and activities. F.A.C.E.S. shall provide program leadership for the enrichment block, including staff coordination, student grouping, activity scheduling, attendance support, program preparation, activity implementation, and overall program quality assurance.

Voices hourly staff assigned to enrichment activities may provide direct support under the guidance and direction of the designated F.A.C.E.S. Program Manager. Voices shall provide reasonable operational support, facilities access, and coordination necessary for successful implementation of enrichment programming.

Program Schedule and Service Days

Summer programming services shall include approximately thirty (30) summer program days, including staff support for summer camp programming and related enrichment activities. During the regular school year, services shall generally operate from approximately 2:30 PM–7:00 PM for regular school days and approximately 12:00 PM–7:00 PM for minimum day schedules.

401 E. Main Street
Stockton, CA 95202
209.870.0471
info@FACESedu.org
FACESedu.org

The anticipated annual service structure shall include:
ï Approximately 147 regular school days
ï Approximately 28 minimum day schedules
ï Approximately 30 summer program days

The total anticipated annual service days shall be approximately 205 days. Any material increase in operational hours, staffing requirements, or scope of services shall require written agreement by both parties.

Funding

The total not-to-exceed amount for services under this Agreement shall be $318,000. This amount consists of a $300,000 annual services fee and an $18,000 annual enrichment materials allocation. The enrichment materials allocation shall support student enrichment activities, supplies, curriculum materials, consumable items, and program-related materials necessary to implement the daily enrichment block. Invoices from F.A.C.E.S. shall be submitted twice monthly, and Voices shall remit payment within thirty (30) days of receipt of invoice.

Enrollment and Staffing Adjustments

The parties acknowledge that student enrollment, attendance patterns, staffing requirements, and program needs may fluctuate throughout the school year. By mutual written agreement, this Agreement may be amended to adjust staffing levels, program support, operational responsibilities, service scope, and compensation based upon actual student enrollment, attendance, compliance requirements, or other operational needs.

Program Operations and Compliance

The program shall operate in alignment with Voices ELOP and ASES program requirements, including attendance procedures, staffing ratios, health and safety compliance, and operational expectations applicable to the Stockton campus.

Staff-to-Student Ratios

F.A.C.E.S. shall maintain staffing ratios in accordance with applicable state requirements:
ï TK/K: 1 staff per 10 students
ï Grades 1–8: 1 staff per 20 students

Independent Contractor Status

F.A.C.E.S. shall operate as an independent contractor and shall retain sole responsibility for the supervision, compensation, training, scheduling, and management of its employees and contractors.

Confidentiality and FERPA

Both parties agree to maintain confidentiality of student information and comply with all applicable FERPA and student privacy requirements.

Insurance

F.A.C.E.S. shall maintain general liability insurance and workers' compensation insurance as required by law and shall provide proof of insurance upon request.

Modification of Agreement

This Agreement may only be modified through a written amendment signed by authorized representatives of both parties.

Termination

Either party may terminate this Agreement with thirty (30) days written notice. Immediate termination may occur for material breach, safety concerns, or loss of required licensure or compliance status.

Contact Information

Faith in Action Community Education Services

Joshua Brown
Founder/CEO
401 E. Main St. Stockton CA, 95202
(209) 870-0471
jbrown@facesedu.org

Voices College-Bound Language Academies

Kristen Hitchman
Expanded Learning Coordinator
6840 Via Del Oro, Suite 205, San Jose CA, 95127
(831) 539-3015
khitchman@voicescharterschool.com

_____

Date:

_____

(F.A.C.E.S. representative signature)
(Partner name, organization, position)

_____

Date:

_____

(Voices representative signature)
(Partner name, organization, position)

Coversheet

"Flagship" (FS) Review of Local Indicators and 2026-27 LCAP Approval

Section: III. 2026-27 Local Indicators Review and LCAP Approval
Item: A. "Flagship" (FS) Review of Local Indicators and 2026-27 LCAP Approval
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Voices_College-Bound_Language_Academies_20260617.pdf

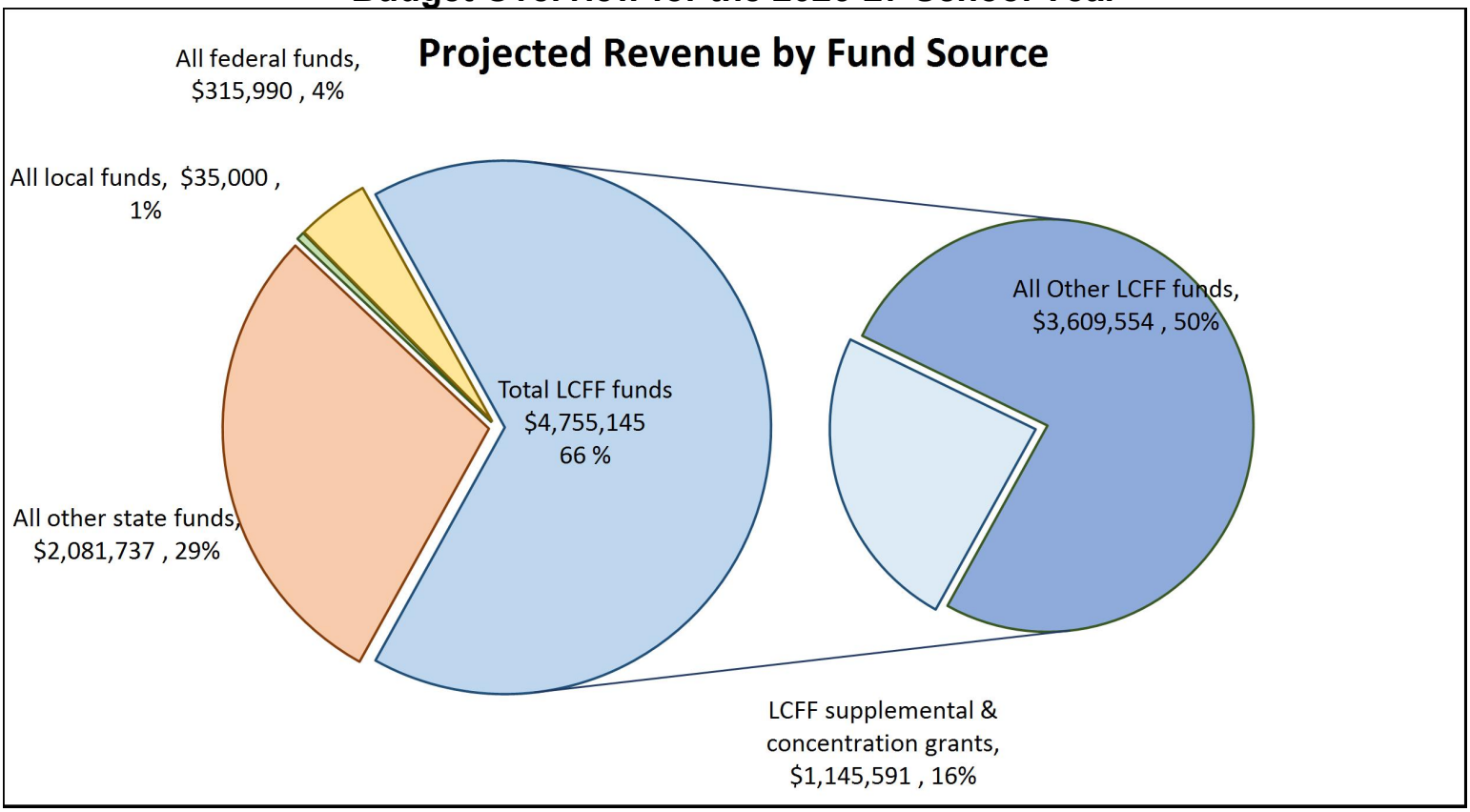
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy
CDS Code: 43-69450-0113662
School Year: 2026-27
LEA contact information:
Hugo Torres
Principal

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).

Budget Overview for the 2026-27 School Year

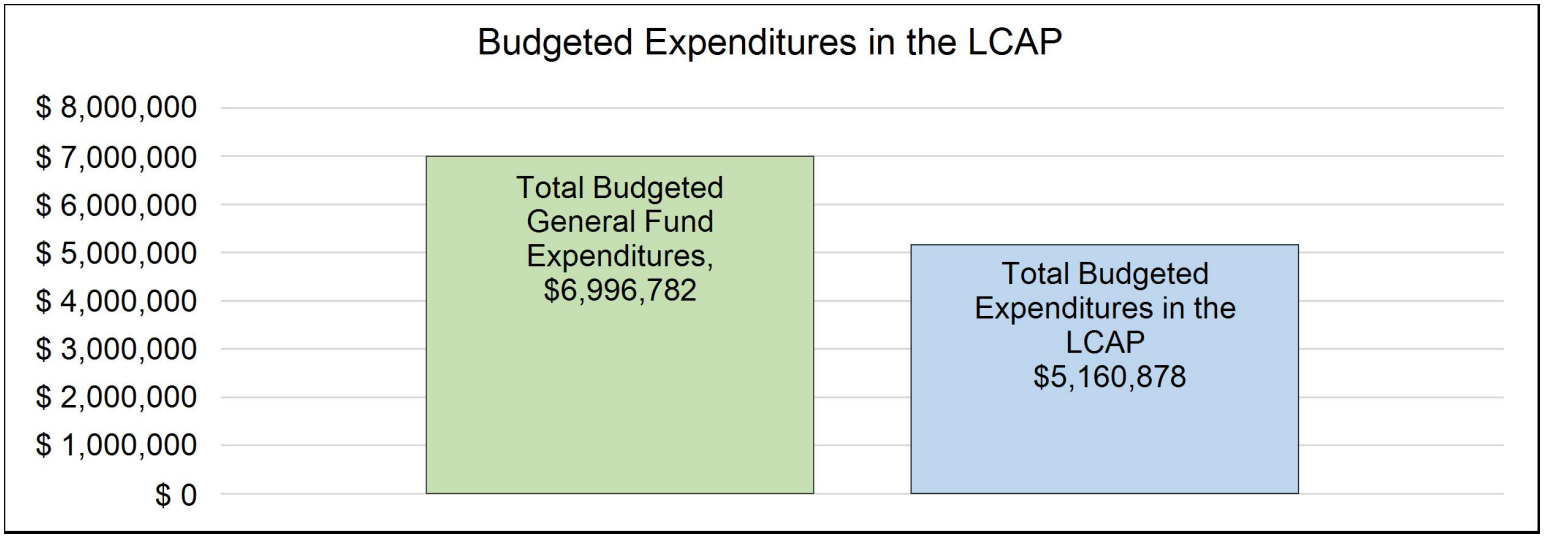


This chart shows the total general purpose revenue Voices College-Bound Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy is $7,187,872, of which $4,755,145 is Local Control Funding Formula (LCFF), $2,081,737 is other state funds, $35,000 is local funds, and $315,990 is federal funds. Of the $4,755,145 in LCFF Funds, $1,145,591 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy plans to spend $6,996,782 for the 2026-27 school year. Of that amount, $5,160,878.41 is tied to actions/services in the LCAP and $1,835,903.59 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

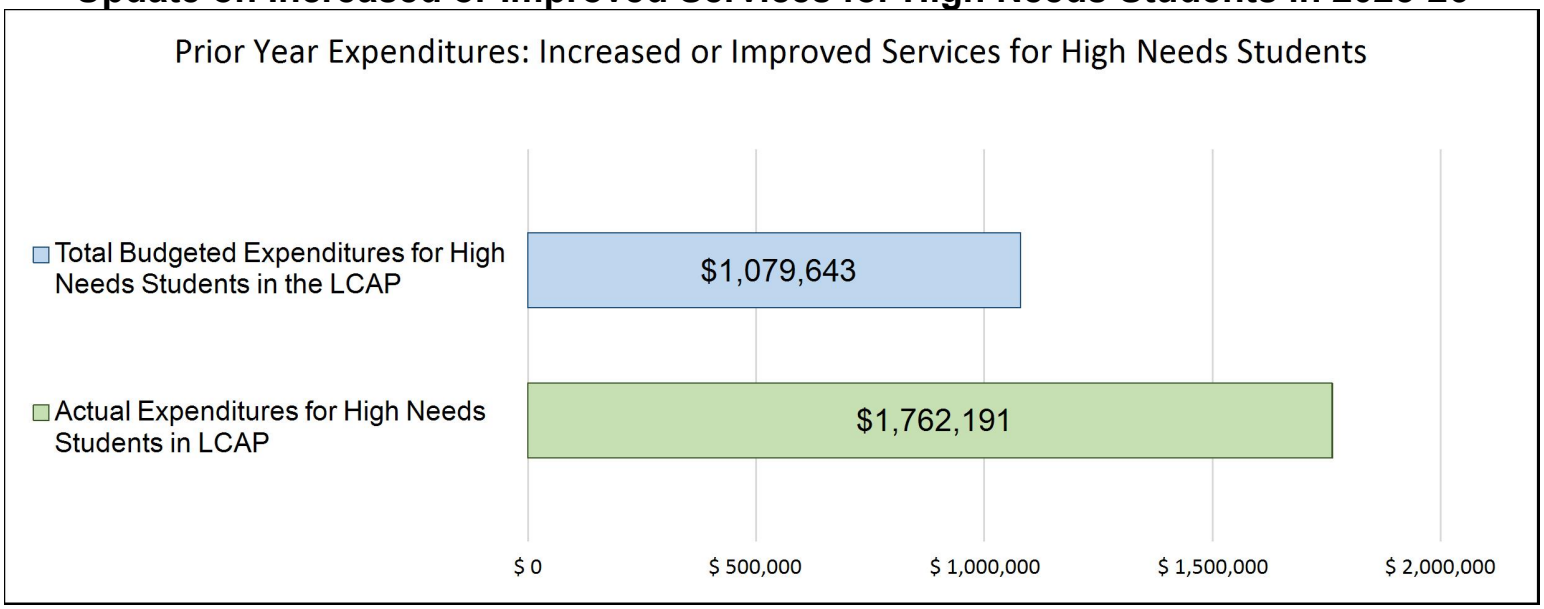
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs

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

In 2026-27, Voices College-Bound Language Academy is projecting it will receive $1,145,591 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 $1,247,744.84 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Voices College-Bound Language Academy's LCAP budgeted $1,079,643.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy actually spent $1,762,191.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy	Hugo Torres Principal	htorres@voicescharterschool.com 408-361-1960

Plan Summary [2026-27]

General Information

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

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 2025 reports that in 2024-25, Voices served 316 students with diverse needs and backgrounds: 75.6% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 44.9% of students were English Learners (“ELs”); 10.1% of students with disabilities (“SWD”); 0.6% Foster Youth (“FY”); and, 1.9% Homeless Youth. As of the 2024-25 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (96.5%), White (2.8%), Asian (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.

As we reflect on the progress made during the 2025 school year, we are incredibly proud of the growth and achievements demonstrated by our students and staff at Voices College-Bound Language Academy. The California School Dashboard highlights meaningful progress in key areas, particularly in mathematics growth, English Learner progress, and school climate. These accomplishments reflect the collective effort of our school community and our unwavering commitment to ensuring every student is supported, challenged, and prepared for success.

- Strong Suspension Rate Performance Across All Student Groups: We are proud to share that our Suspension Rate declined by 2.8 percentage points to 0.0%, earning a Blue performance level for All Students. This outstanding achievement is mirrored across multiple student groups, including English Learners (0.0%, declined 3.8%), Hispanic students (0.0%, declined 2.9%), Socioeconomically Disadvantaged students (0.0%, declined 3.4%), and Students with Disabilities (0.0%, declined 2.0%). This reflects a strong, positive school culture where students feel supported, safe, and engaged in their learning.
- Positive Growth in Mathematics Across Student Groups: Our students made impressive gains in Mathematics, with All Students improving by 12.3 points to 71.1 points below standard, earning a Yellow performance level. We are especially encouraged by the growth of our student groups, including English Learners (increased 18.3 points to 92.3 points below standard, Yellow), Hispanic students (increased 16.3 points to 70.9 points below standard, Yellow), and Socioeconomically Disadvantaged students (increased 12.1 points to 81.1 points below standard, Yellow). These gains demonstrate strong momentum and the impact of focused instructional supports.
- Improvement in English Learner Progress: Our English Learners made important strides, with 44.1% of students making progress toward proficiency, an increase of 10.7 percentage points, resulting in a Yellow performance level. This growth reflects our continued investment in targeted language development and our commitment to supporting multilingual learners on their path to proficiency.

While we are encouraged by these areas of growth, the Dashboard data also highlights several areas that require continued attention and targeted support. The following areas represent opportunities to strengthen outcomes and ensure equitable progress for all student groups.

- Decline in English Language Arts Performance: All Students declined 7.6 points to 67.1 points below standard, receiving an Orange performance level. Several student groups are performing at lower levels, including English Learners (97.0 points below standard, declined 7.7 points, Red), Socioeconomically Disadvantaged students (81.3 points below standard, declined 11.4 points, Red), and Hispanic students (69.4 points below standard, declined 6.1 points, Orange). These results indicate a need for strengthened literacy instruction and targeted interventions.
- High and Increasing Chronic Absenteeism: Chronic Absenteeism for All Students increased by 7.7 percentage points to 37.1%, resulting in a Red performance level. Multiple student groups are also in Red, including English Learners (39.0%, increased 5.5 points), Hispanic students (36.9%, increased 7.4 points), Socioeconomically Disadvantaged students (38.6%, increased 6.5 points), and Students with Disabilities (43.2%, increased 17.1 points). We are committed to strengthening our attendance systems and deepening family partnerships to ensure students are present and engaged every day.
- Science Performance Declines and Orange/Red Student Groups: While the Science data on the Dashboard is still in its information phase, we value the insight it brings as we analyze our yearly data. Science performance for All Students declined 3.3 points to 36.9 points above standard, receiving an Orange performance level. Student group performance reflects similar challenges, including English Learners (32.9 points above standard, maintained 1.4 points, Red), Hispanic students (37.1 points above standard, maintained 0.9 points, Orange), and Socioeconomically Disadvantaged students (35.2 points above standard, maintained 1.5 points, Orange). While scores remain above standard, performance levels indicate a need to strengthen consistency across groups.

Learning Recovery and Emergency Block Grant: Voices has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Action 2.
We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
Our needs assessment identified academic achievement as high-priority areas for improvement, particularly for our significant student groups. Data from our school climate surveys and ELA and Math from the CA School Dashboard show disproportionate impacts on these groups, reinforcing the urgency to invest in materials to accelerate academic proficiency. The metrics used to monitor this action will include:

- ELA and Math DFS (by subgroup)
- ELPI
- CAST

This action aligns with the allowable LREBG use under EC Section 32526(c)(2)(B)(ii)

Reflections: Technical Assistance

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

Not applicable. Voices was not identified for Technical Assistance.

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 Improvement ("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.

Voices is not eligible for Comprehensive Support and Improvement ("CSI").

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 Improvement ("CSI").

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	6/4/26-6/24/26: Public comment period or notification to members of the public of the opportunity to

Educational Partner(s)	Process for Engagement
	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	6/4/26 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/24/26 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 6/24/26 in accordance with Education Code section 52062(b)(2).

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

Educational partner feedback gathered through surveys, meetings, advisory committees, family engagement opportunities, staff collaboration structures, and the broader network-wide strategic planning process indicated overall support for the LCAP goals, metrics, and actions. Families, staff, students, and community partners consistently identified increasing English Language Arts and Mathematics performance, strengthening English Learner progress, and reducing chronic absenteeism as continued priorities. Feedback also emphasized the importance of maintaining strong school culture systems, consistent instructional practices, coordinated student supports, and meaningful family engagement opportunities.

As a result of this engagement process and reflection on student outcome data, Voices made several strategic revisions to actions across Goals 1, 2, and 3 to better align network-wide systems, resources, and supports with identified student and community needs.

Under Goal 1, Actions 1.1 (Appropriately Staff School), 1.2 (Implementation of Core Curriculum), 1.3 (Support for English Learners), 1.4 (Support for Students with Disabilities), 1.7 (Intervention and Supplemental Materials), and 1.9 (Network Support Infrastructure) were all revised to strengthen implementation consistency, instructional coherence, multilingual learner supports, Special Education systems, intervention coordination, and data-driven instructional practices across schools. In response to educational partner feedback and English Learner Progress Indicator (ELPI) outcomes, the network strengthened supports related to integrated and designated ELD instruction, progress monitoring systems, and professional development for educators serving multilingual learners. Additionally, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a revised

Professional Learning and Coaching Systems action to create greater alignment across teacher development, instructional coaching, collaborative planning, and leadership support systems. Action 1.10 (Student Service Manager) was removed and integrated into Action 1.4 to strengthen coordination of Special Education and student support systems.

Under Goal 2, Action 2.3 (School Supplies) was revised to strengthen equitable access to instructional materials, classroom resources, technology tools, and supplemental instructional platforms aligned to the dual-language instructional model. Action 2.6 (Attendance Supports) was also revised in response to chronic absenteeism trends across several student groups and now includes expanded family outreach, community partnerships, standardized attendance procedures, and stronger student re-engagement systems. Additionally, former Action 2.5 (Positive School Climate and Culture) and Action 2.7 (Enrichment Activities) were consolidated into a revised Positive School Culture and Enrichment Activities action to better align enrichment programming, restorative practices, social-emotional learning, character development, and school culture systems.

Under Goal 3, previous Action 3.1 (Parent and Community Engagement and Advisory) and Action 3.2 (Parent Academy) were consolidated into a revised Parent and Community Partnership action. This updated action creates a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration while expanding opportunities for family feedback, advisory participation, strategic planning involvement, and shared decision-making. The revised action also includes expanded collaboration with community organizations, faith-based groups, and local leaders, along with increased use of online communication and social media outreach strategies to strengthen family engagement and community awareness across Voices schools.

Collectively, these revisions reflect the Voices network’s continued commitment to using educational partner feedback, student outcome data, and strategic planning processes to refine systems, strengthen implementation, and improve academic, engagement, and social-emotional outcomes for all students.

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to student achievement data, English Learner outcomes, and educational partner feedback that identified the need to improve academic performance for all students while accelerating achievement for significant student groups, particularly English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Voices remains committed to ensuring students achieve at high levels in English Language Arts, Spanish Language Arts, Mathematics, and Science through its dual-immersion instructional model and a strong focus on standards-based instruction.

The actions within this goal work together to provide students with access to highly qualified staff, high-quality curriculum, targeted support for English Learners and Students with Disabilities, meaningful professional development, technology resources, intervention programs, instructional coaching, supplemental staffing, extended learning opportunities, and coordinated student support services. Together, these actions strengthen Tier 1 instruction while providing targeted academic interventions and enrichment opportunities to meet diverse student needs. Metrics related to academic achievement, English Learner progress, assessment results, reclassification, and implementation of standards-aligned instruction will be used to monitor progress and ensure students are prepared for success in college, career, and life.

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	16 FTE 0.0% Clear 6.3% Out-of-Field 0.0% Intern 93.8% Ineffective	9 FTE 11.12% Clear 0% Out-of-Field 11.12% Intern 77.75% Ineffective	70% Clear 5% Out-of-Field 25% Intern 30% Ineffective	Clear: -5.28% Out-of-Field: -5.5% Intern: +11.12% Ineffective: +15.95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5.5% Incomplete 10.9% Unknown Data Year: 2021-22 Data Source: DataQuest	0.0% Incomplete 0.0% Unknown Data Year: 2022-23 Data Source: DataQuest	0.0% Incomplete 0.0% Unknown Data Year: 2023-24 Data Source: DataQuest	Data Year: 2024-25 Data Source: DataQuest	Incomplete: -5.5% Unknown: -10.9% FTE: -9.3 FTE
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: 2025-26 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	No difference
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 Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	No difference
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	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	2024-25 ELA Distance from Standard Overall: -67.1 (Orange) HISP: -69.4 (Orange) SED: -81.3 (Red) EL: -97 (Red) LTEL: -120	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	ELA Distance from Standard (DFS) Difference Overall: -32.4 points Hispanic: -28.2 points SED: -23.4 points EL: -45.2 points SWD: -32.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	SWD: -140.8 Data Year: 2024-25 Data Source: Dashboard 2025 Percent Meets and Exceeds: Overall: 23.28% HISP: 22.65% SED: 19.15% EL: 2.41% SWD: 3.85% Data Year: 2024-25 Data Source: CAASPP	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	LTEL: N/A — no baseline listed ELA Proficiency (Percent Meets and Exceeds) Difference Overall: -12.77% Hispanic: -11.14% SED: -9.80% EL: -18.54% SWD: -6.86%
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%	2024-25 Math Distance from Standard Overall: -71.1 (Yellow) HISP: -70.9 (Yellow) SED: -81.1 (Yellow) EL: -92.3 (Yellow) LTEL: -132 SWD: -126.7 Data Year: 2024-25 Data Source: Dashboard 2025 Percent Meets or Exceeds:	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%	Math Distance from Standard (DFS) Difference Overall: -4.3 points Hispanic: -1.5 points SED: +3.0 points EL: -5.6 points SWD: +10.6 points LTEL: N/A — no baseline listed Math Proficiency (Percent Meets or Exceeds) Difference Overall: +0.80% Hispanic: +2.16% SED: +2.57% EL: -3.51%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2023-24 Data Source: CAASPP	Overall: 20.72% HISP: 20.1% SED: 17.49% EL: 5.75% SWD: 11.54% Data Year: 2024-25 Data Source: CAASPP	Data Year: 2025-26 Data Source: CAASPP	SWD: +4.4
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: 4.23% HISP: 4.29% SED: 6.25% EL: 0% SWD: * Data Year: 2024-25 Data Source: CAASPP	Overall: 26.25% HISP: 25.67% SED: 22.32% EL: 15% SWD: Too Few Data Year: 2025-26 Data Source: CAASPP	Overall: -7.02% Hispanic: -6.38% SED: -1.07% EL: 0.00%
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	Voices discontinued the contract with MAP at the end of the 2024-25 school year. The decision was made to suspend the Spring IXL benchmark to allow students to focus on SBAC preparation and testing.	-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	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	27.42% Proficient STAR SLA Data Year: 2025-26 Data Source: Local Assessment Data	SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	-.58%
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	Voices discontinued the contract with MAP at the end of the 2024-25 school year. IXL Spring Benchmark is currently scheduled for May 12-22.	-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	NA
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 Yellow for 2025 ELPI is 46.4% Data Year: 2024-25 Data Source: Dashboard 2025 (State – 46.4%)	ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: Dashboard 2024	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	Data release delayed by the CDE Data Year: 2024-25 Data Source: Dataquest	EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 1 actions at Voices Flagship reflects strong progress toward establishing coherent instructional systems aligned to our dual-immersion model, with several actions fully implemented and others progressing toward full implementation.

Key actions that were fully implemented (Actions 1.8, 1.11, and 1.12) played a critical role in strengthening instructional quality and student support. The Instructional Coach and Principal coaching model (Action 1.8) was consistently implemented, providing teachers with ongoing feedback, data-driven coaching, and support in delivering rigorous, standards-aligned instruction. Additionally, the After School and Summer School programs (Action 1.11) were fully operational, offering targeted academic support and enrichment opportunities that extended learning beyond the school day. The Network Support Infrastructure (Action 1.12) ensured strong organizational alignment, clear communication, and access to resources, which supported effective implementation across instructional and operational systems.

Several actions were partially implemented (Actions 1.1–1.5 and 1.10), primarily due to common implementation challenges such as staffing transitions and appropriate credentials for staff, the need for deeper professional learning, and continued development of systems. While the school made strong progress in staffing (Action 1.1), maintaining full appropriately staffing throughout the year remained an area of focus. Implementation of the core curriculum (Action 1.2) and professional development (Action 1.5) showed progress, with increased alignment and training; however, continued focus is needed to ensure consistent fidelity across classrooms. Supports for English Learners (Action 1.3) and Students with Disabilities (Action 1.4) were in place and improving, though ongoing refinement of instructional strategies, progress monitoring, and collaboration structures will strengthen impact. The role of the Student Services Manager (Action 1.10) was partially implemented, with improving implementation in coordinating services and supporting staff.

Actions 1.7 (Intervention and Supplemental Materials) and 1.9 (Associate Teachers) remain areas for continued focus to reach full implementation. While both actions were in place, there is an opportunity to further refine how intervention systems are structured and how supplemental materials are used to consistently accelerate student learning. Similarly, while Associate Teachers provided valuable classroom support, continued professional development and clearer alignment to instructional priorities will enhance their impact on differentiated instruction and student achievement.

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.

Several actions had material differences between budgeted and estimated actuals. The actions that saw an increase from budgeted to estimated actuals were: Implementation of Core Curriculum due to purchase of new science curriculum, Support for English Learners due to allocating a larger portion of our core teachers in support of our multi-language learners. Actions that saw a decrease in spending were professional development due to receiving a grant to work with external partners to provide professional development, and our student services manager due to the role becoming vacant mid-year and not backfilling the role.

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

The actions implemented under Goal 1 have shown mixed but encouraging progress toward improving student achievement in English Language Arts, Mathematics, Science, and English Learner progress within Voices' dual-immersion model. Data from the 2025 California School Dashboard demonstrates notable areas of growth, particularly in Mathematics and English Learner Progress, while also identifying areas where additional refinement and support are needed to accelerate outcomes for all students and significant student groups.

In Mathematics, the school demonstrated meaningful improvement, with All Students increasing 12.3 points in Distance from Standard and earning a Yellow performance level. English Learners improved by 18.3 points, Hispanic students improved by 16.3 points, and Socioeconomically Disadvantaged students improved by 12.1 points. Additionally, Mathematics Growth was identified as Accelerated, with 78% of students improving their score from the prior year. These outcomes reflect the positive impact of Actions 1.2, 1.5, 1.7, 1.8, and 1.9, including the implementation of high-quality curriculum, targeted intervention supports, instructional coaching, small-group instruction, and ongoing professional development focused on mathematical mindset, scaffolding, and differentiated instruction.
English Learner Progress Indicator (ELPI) data also demonstrated improvement, with the school increasing 10.7 percentage points overall and earning a Yellow performance level. Current English Learners showed increased progress toward English language proficiency, and the percentage of students maintaining ELPI Level 4 increased from 2.5% to 6.8%. These results suggest that Actions 1.3 and 1.5 are contributing positively to student language acquisition through integrated and designated ELD instruction, use of EL Achieve curriculum, implementation of SIOP strategies, and targeted professional development focused on supporting multilingual learners within the dual-immersion setting.

In English Language Arts, results indicate that while students continue to perform below standard overall, the school maintained moderate growth, with 64.4% of students improving their scores from the prior year. Dashboard data showed that All Students declined 7.6 points to 67.1 points below standard and remained in the Orange performance level. Several significant student groups were identified in the Red performance level, including English Learners, who declined 7.7 points to 97 points below standard, and Socioeconomically Disadvantaged students, who declined 11.4 points to 81.3 points below standard. Hispanic students declined 6.1 points to 69.4 points below standard and remained in Orange, while Students with Disabilities declined 33.5 points to 140.8 points below standard. Despite these declines, the school's continued focus on curriculum implementation, literacy intervention, coaching cycles, associate teacher support, and professional development around academic vocabulary, constructed response writing, and differentiated instruction has established stronger instructional

systems that can support future growth. The school also recognizes that the dual-immersion instructional model requires continued intentional alignment between English and Spanish literacy development to strengthen long-term ELA outcomes for multilingual learners

Science performance remained stable from the prior year, with All Students performing 36.9 points above standard and maintaining an Orange performance level. English Learners, Hispanic students, and Socioeconomically Disadvantaged students also maintained performance above standard in Science. Although overall performance declined slightly by 3.3 points, results indicate that students continue to demonstrate strong scientific reasoning and content understanding. These outcomes reflect the impact of Actions 1.2, 1.5, and 1.7 through implementation of inquiry-based instruction, project-based learning, supplemental instructional materials such as Mystery Science, and continued emphasis on academic vocabulary and access to rigorous grade-level content.

Additionally, local STAR Assessment data demonstrated relatively stable performance between Year 1 and Year 2, with proficiency rates moving from 28% proficient to 27.42% proficient. While the data reflects a slight decline, the results suggest consistency in literacy achievement as the school continues refining instructional practices within the dual-immersion model and strengthening biliteracy development across grade levels.

Overall, Goal 1 actions have been partially effective in improving student outcomes, particularly in Mathematics growth, English Learner progress, and maintaining strong Science performance. At the same time, the data highlights the continued need to strengthen English Language Arts achievement and accelerate outcomes for significant student groups through deeper implementation of instructional supports, targeted intervention, data-driven instruction, and professional learning aligned to the needs of multilingual learners and students requiring additional academic support.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several significant revisions have been made to Goal 1 actions for the 2026–27 school year in order to strengthen instructional systems, improve implementation consistency, and accelerate student outcomes across Voices schools.

- Several existing actions were revised to better align with network-wide priorities and coordinated support systems. Action 1.1, Appropriately Staff School, was updated to strengthen systems across the employee lifecycle, including recruitment, onboarding, credential monitoring, and staff retention. New strategies include individualized credentialing plans for teachers, expanded onboarding systems, and cross-departmental staffing structures designed to improve stability and instructional continuity across school sites.
- Action 1.2, Implementation of Core Curriculum, was significantly expanded to emphasize consistent implementation of Tier 1 instruction, aligned lesson planning protocols, instructional pacing, and data-driven instructional systems across all schools. Updates include additional focus on writing development, language standards across content areas, TK Learning Foundations alignment, common assessment practices, Spanish language assessments, and instructional feedback systems designed to strengthen instructional coherence network-wide.

- Action 1.3, Support for English Learners, was revised in response to reflection on English Learner Progress Indicator (ELPI) outcomes across several school sites. The revised action includes a stronger focus on designated and integrated ELD implementation, operationalizing the Voices dual-language instructional model, and deepening educator understanding of effective multilingual learner supports. Additional emphasis has been placed on EL Achieve implementation, SIOP strategies, progress monitoring, reclassification systems, and professional development aligned to the California English Learner Roadmap and dual-identified student supports.
- Action 1.4, Support for Students with Disabilities, was expanded to strengthen Special Education systems, onboarding, collaboration structures, intervention supports, and coordinated student services across school sites. The revised action includes development of stronger systems for SST processes, intervention tracking, dyslexia screening, tutoring models, counseling supports, and collaboration between general education teachers, Education Specialists, instructional aides, and student support teams. Additionally, supports previously included under Action 1.10 (Student Service Manager) have been consolidated into Action 1.4 to create a more integrated and coordinated approach to student support services.
- The network also revised intervention and instructional support systems through updates to Action 1.7, Intervention and Supplemental Materials. The updated action places increased emphasis on strengthening Tier 1 instruction within the MTSS framework while also improving coordination of Tier II and Tier III interventions. As part of this refinement, Panorama will serve as a centralized platform for intervention planning, student progress monitoring, SST documentation, and data-informed decision-making across school sites.
- In addition, Network Support Infrastructure was moved to Action 1.9, and includes language to support more consistent operational and instructional systems across the organization. This action focuses on standardizing network infrastructure, software governance, device management systems, workflow optimization, and implementation of aligned data systems and AI-supported tools designed to reduce administrative burden and strengthen organizational effectiveness.
- To create greater coherence across instructional support systems, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a single revised action titled Professional Learning and Coaching Systems. This new action reflects a more integrated approach to professional learning, instructional coaching, collaborative planning, and leadership development. The revised action includes refinement of coaching cycles, strengthened PLC structures, aligned teacher and Associate Teacher development, minimum-day collaboration systems, role-alike leadership cohorts, and coordinated professional learning focused on dual-language implementation, instructional rigor, lesson planning, and data-driven instruction. These changes are intended to improve implementation consistency across classrooms and increase equitable access to high-quality instruction for all students.
- Finally, Action 1.10 (Student Service Manager) was removed for the 2026–27 school year as the role has been sunsetted. Related student support responsibilities and systems were integrated into Action 1.4 in order to strengthen alignment and coordination across Special Education and student support structures network-wide.

Collectively, these revisions reflect Voices' continued commitment to refining instructional systems, strengthening multilingual learner supports, improving coordinated intervention structures, and aligning school-site implementation with the organization's updated strategic priorities in order to improve student outcomes across all schools.

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	Develop and implement comprehensive, cross-departmental systems for the entire employee lifecycle, from recruitment (including sign on bonuses for credentialed teachers), staff feedback and satisfaction loops, and competitive benefits to standardized 180-day onboarding and vacancy workflows. Individualized Credentialing Plans: Each teacher meets 1:1 with a credentialing specialist to review credentialing status, identify specific needs, and establish a personalized plan with clear milestones and deadlines.	$1,392,546.42	No
1.2	Implementation of Core Curriculum	Train and coach teachers on the Tier 1 lesson protocols, backwards planning and adjusting pacing calendars to ensure high-quality lesson planning and delivery. As a network, we will create aligned systems that ensure assessments, grading, and instructional feedback reinforce lesson planning and data protocols and develop data analysis protocols aligned to our assessment framework model, ensuring all school leaders are trained on their use in instruction. School leaders will implement these protocols on their school sites through teacher development avenues such as coaching, professional learning communities, and formal professional development opportunities. Focus areas to include: Social Studies / History curriculum development Writing development and SAS Language standards for content areas TK standards and observational checklists Assessment framework Common assessment retake guidance Progress reports & gradebooks Lesson observations aligned to lesson planning	$74,229.00	No

Action #	Title	Description	Total Funds	Contributing
		Spanish language assessments		
1.3	Support for English Learners	Conduct a deep dive into the designated and integrated ELD with our educators, recentering and operationalizing our Dual Language model in collaboration with our Voices Director of Dual Language Instructional Leadership and external partners. 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.	$245,743.49	Yes
1.4	Support for Students with Disabilities	Strengthen systems, onboarding processes, collaboration structures, and professional development opportunities to support high-quality Special Education services and coordinated student supports across school sites. The network will develop and implement comprehensive onboarding and development plans for Program Specialists, Education Specialists, and Special Education Instructional Aides (SPED IAs) to ensure staff have clear guidance, role clarity, and ongoing support aligned to student needs and compliance requirements. The network will continue strengthening collaboration structures between Education Specialists, General Education teachers, SPED Instructional Aides, counselors, and student support teams to improve alignment of instructional supports, accommodations, interventions, and student progress monitoring practices.	$795,571.70	No

Action #	Title	Description	Total Funds	Contributing
		Implementation priorities will also include development and refinement of tutoring models, dyslexia screening and intervention systems, intervention tracking tools, Student Success Team (SST) protocols aligned to promotion and retention practices, and counselor playbooks and student support processes designed to strengthen coordinated academic, behavioral, and social-emotional supports for students. This action ensures that SPED protocols and systems will be developed and co-owned across departments/sites' staff, building collective efficacy, increasing clarity of expectations, improving compliance fidelity, and strengthening student outcomes, service to the families, and staff professionalism network-wide.		
1.5	Professional Learning and Coaching Systems	Develop and implement consistent professional learning structures that build teacher and staff capacity to effectively implement the instructional model, strengthen instructional coherence, and improve student outcomes across all grade levels. The network will continue refining professional learning systems through coaching cycles, professional learning communities (PLCs), collaborative planning structures, and aligned professional development opportunities focused on high-quality instruction, dual language implementation, lesson planning, instructional non-negotiables, and data-driven instructional practices. The organization has developed a revised staffing structure aligned to student enrollment levels in order to strengthen operational and instructional leadership capacity across school sites. As enrollment increases, school leadership structures will include stacked leadership roles such as Principal, Business Manager, Vice Principal, Dean of Culture, and Family & Community Engagement Coordinator. The network will continue investing in the development of these leaders through role-alike cohort structures designed to strengthen leadership capacity, collaboration, and implementation consistency across schools. Principals and Vice Principals will continue serving as the primary instructional leaders on school sites and will lead instructional coaching, teacher development, data analysis, and professional learning implementation.	$503,122.40	Yes

Action #	Title	Description	Total Funds	Contributing
		The network has also refined Associate Teacher (AT) staffing structures to align support more intentionally within TK–3 classrooms based on student enrollment and classroom needs. Weekly minimum day schedules will provide dedicated collaboration time for teachers and Associate Teachers to engage in joint professional learning, lesson planning, instructional calibration, and student data analysis multiple times per month. Professional learning structures will focus on strengthening alignment between teachers and ATs through shared academic professional development, coaching cycles, instructional planning, and implementation of the dual language model and instructional non-negotiables across classrooms. Implementation priorities will include refinement of coaching cycle models, development of PLC structures during minimum days, alignment of teacher and AT academic professional development, targeted AT professional learning opportunities, and ongoing collaboration focused on lesson planning, pacing, instructional rigor, and analysis of student learning data. These systems are designed to create consistent instructional practices across classrooms while increasing staff collaboration, instructional effectiveness, and equitable student access to high-quality learning experiences.		
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.	$70,494.00	No
1.7	Intervention and Supplemental Materials	Develop coordinated systems that identify, monitor, and support students through targeted intervention, Student Success Team (SST) processes, counseling supports, and ongoing progress monitoring practices designed to improve academic, behavioral, and social-emotional outcomes for all students. As part of the continued refinement of the dual language instructional model and standards-first approach, the school will prioritize strengthening Tier 1 instruction within the Multi-Tiered System of Supports (MTSS) framework to ensure all students have access to rigorous,	$7,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		standards-aligned core instruction supported by high-quality instructional practices and differentiated classroom supports. To strengthen coordination and implementation of Tier II and Tier III interventions, the school has adopted Panorama as a centralized platform to support intervention planning, student progress monitoring, and data-informed decision-making.		
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.	$464,081.30	No
1.12	Network Support Infrastructure	Standardize network infrastructure, software governance (SaaS), and data systems across all sites. Includes implementing a unified AI platform, 1:1 device management, and optimizing workflows to reduce administrative burden.	$894,109.00	No

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to school climate, attendance, behavioral, and educational partner data that demonstrate the importance of creating a safe, inclusive, and engaging learning environment where students feel connected, supported, and valued. Voices recognizes that students are more likely to attend school regularly, engage in learning, and achieve academically when their social-emotional needs are met and they have strong relationships with peers, staff, and families.

The actions within this goal work together to promote student well-being, school connectedness, and positive engagement through character development, counseling supports, attendance interventions, enrichment opportunities, restorative practices, student leadership experiences, family engagement, and safe learning environments. Metrics related to attendance, chronic absenteeism, suspension rates, school climate, and student connectedness will be used to monitor progress toward creating a positive school culture that supports the academic, social-emotional, and behavioral success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	All facilities in “Good” repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT August 2024	All facilities in “Exemplary” repair Data Year: 2024-25 Data Source: SARC 2024-25	All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Met Target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				FIT September 2025		
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	90.14% Data Year: 2025-26 Data Source: P-2 Report	96% Data Year: 2026-27 Data Source: P-2 Report	-1.28%
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: 37.1% (Red) EL: 39% (Red) HISP: 36.9% (Red) LTEL: 57.1% SED: 38.6% (Red) SWD: 43.2% (Red) Data Year: 2024-25 Data Source: Dashboard 2025	All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	All: -0.2% Hispanic: -1.5% English Learners (EL): +0.9% Socioeconomically Disadvantaged (SED): +0.6% Students with Disabilities (SWD): +11.9%
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	0.88% Data Year 2025-26 Data Source CALPADS 8.1c	0% Data Year 2026-27 Data Source CALPADS 8.1c	No difference
2.5	Suspension Rate	“Very Low” All: 1% HISP: 0.8% EL: 1.1% SED: 0% SWD: 2%	“High” All: 2.8% HISP: 2.9% EL: 3.8% LTEL: 13.5% SED:3.4% SWD: 2%	All: 0% (Blue) HISP: 0% (Blue) EL: 0% (Blue) LTEL: 0% SED: 0% (Blue) SWD: 0% (Blue) Data Year: 2024-25	All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26	All: -1% HISP: -.8% EL: -1.1% SED: no difference SWD: -2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate	Data Year: 2023-24 Data Source: Dashboard 2024	Data Source: Dashboard 2025	Data Source: Dashboard Fall 2026 Suspension Rate	
2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2023-24 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2024-25 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	No difference
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: 2025-26 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	No difference
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	Supportive Relationships 91% Grades 3-5 82% Grades 6-8 Positive Feelings about School 64% Grades 3-5 46% Grades 6-8 Student/Teacher Relationships 66% Grades 3-5 37% Grades 6-8	80% Data Year: 2026-27 Data Source: Local Data	Grades 3–5 Differences (2024-25 ? 2025-26) Supportive Relationships: +4% Positive Feelings about School: +11% Student/Teacher Relationships: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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	Sense of Belonging 56% Grades 3-5 37% Grades 6-8 School Safety --% Grades 3-5 --% Grades 6-8 School Climate --% Grades 3-5 --% Grades 6-8 Engagement 44% Grades 3-5 21% Grades 6-8 Data Year: 2025-26 Data Source: Local Data-Panorama		Sense of Belonging: -1% School Safety: N/A — no 2025-26 data provided School Climate: N/A — no 2025-26 data provided Engagement: -3% Grades 6–8 Differences (2024-25 ? 2025-26) Supportive Relationships: +5% Positive Feelings about School: +4% Student/Teacher Relationships: -17% Sense of Belonging: +4% School Safety: N/A — no 2025-26 data provided School Climate: N/A — no 2025-26 data provided Engagement: +5%

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 2 actions at Voices Flagship reflects developing systems to support student engagement, social-emotional well-being, and a positive school culture, with progress in several areas and continued focus needed to achieve full implementation across specific actions.

Key actions that were fully implemented ensured that students had access to essential materials and resources needed to fully participate in the learning environment. The consistent provision of school supplies and equitable access to instructional materials (Action 2.3) supported inclusivity and helped remove barriers to student engagement and participation.

Several actions were partially implemented (Actions 2.2, 2.4, 2.5, 2.6, 2.8, and 2.9), reflecting meaningful progress alongside the continued development of systems and structures. Efforts to support student health (Action 2.2) and maintain safe and clean facilities (Action 2.4) were in place and improving, contributing to a safe learning environment. Implementation of Positive School Climate and Culture systems (Action 2.5), including PBIS and restorative practices, showed progress, with increasing alignment toward building a positive and inclusive school community. Attendance systems and tiered re-engagement strategies (Action 2.6) were established, with ongoing efforts to strengthen consistency and effectiveness. Additionally, development of middle school culture (Action 2.8) and the role of the Dean of Culture (Action 2.9) supported relationship-building and student engagement, with continued refinement needed to maximize impact.

Action 2.7 (Enrichment Activities and Advisory Curriculum) remains an area for continued focus to reach full implementation. While elements of enrichment and advisory programming are in place, there is an opportunity to further strengthen consistency, student access, and alignment to social-emotional learning goals to deepen student engagement and connectedness.

In summary, implementation of Goal 2 actions at Voices Flagship has established a developing foundation for student engagement and social-emotional support, with clear areas identified for continued growth. Ongoing focus on strengthening partially implemented actions and advancing those still in development will support the school in creating a fully inclusive, engaging, and supportive learning environment for all students.

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.

We had several actions that resulted in a material difference between budgeted and estimated actuals. The actions include a decrease in spending for positive school culture due to partnering more with the community and receiving free resources. The actions that received more than estimated include attendance support due to included a portion of our business manager given the work they support with improving attendance.

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

Overall, the actions under Goal 2 have been effective in fostering a safe, inclusive, and engaging school environment that supports students' social-emotional well-being and strengthens school connectedness. The school is proud of the strong outcomes we are seeing in school climate, particularly in suspension data, which reflects the impact of our intentional focus on positive behavior systems and restorative practices.

The school achieved a Blue performance level in suspension rate, with 0.0% of students suspended and a decline of 2.8 percentage points, along with zero expulsions, demonstrating a highly effective approach to student behavior and support. This success reflects the strength of our Positive Behavior Intervention and Supports (PBIS), restorative practices, and proactive culture-building efforts (Action 2.5), as well as the work of our Dean of Culture and School Counselor in creating systems that prioritize relationship-building, student voice, and social-emotional supports (Actions 2.9 and 2.10). Additionally, enrichment opportunities, advisory programming, and student activities (Actions 2.1 and 2.7) have contributed to a strong sense of belonging and engagement among students.

Our Average Daily Attendance rate of 90.14% further reflects the effectiveness of these engagement strategies, indicating that the majority of students are consistently connected to school and benefiting from a supportive learning environment. The implementation of tiered attendance supports and re-engagement strategies (Action 2.6), along with family communication and incentives, has helped build a culture that values daily attendance.

At the same time, chronic absenteeism remains an area of growth. While we have strong systems in place, the data shows that 37.1% of students are chronically absent, increasing by 7.7 percentage points. This presents an opportunity to deepen and refine our attendance supports, particularly through more targeted Tier II and Tier III interventions, increased family engagement, and continued alignment of social-emotional supports to address underlying barriers to attendance. Our existing structures, including individualized support plans, SST processes, and partnerships with outside providers, provide a strong foundation to build upon as we continue this work.

In summary, Goal 2 actions have been highly effective in creating a positive school climate and eliminating suspensions, while maintaining strong overall attendance rates. Moving forward, we will build on these successes by strengthening our approach to chronic absenteeism, ensuring that all students are consistently present, engaged, and supported in their learning.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several revisions have been made to Goal 2 actions for the 2026–27 school year in order to strengthen student engagement systems, improve school connectedness, and better support students' social-emotional well-being and attendance outcomes across Voices schools.

- Action 2.3, School Supplies, was revised to strengthen equitable access to instructional materials, classroom resources, and technology tools that support high-quality instruction and student engagement across all grade levels. The updated action includes modernization of classroom resources and instructional supports for TK–8 classrooms while ensuring materials and learning tools are aligned to the school's dual language instructional model. The revised action also includes expanded staff training and

implementation support related to instructional platforms and supplemental learning tools in order to strengthen differentiated learning opportunities, instructional efficiency, and student access to standards-aligned instruction.

- Action 2.6, Attendance Supports, was updated in response to continued reflection on chronic absenteeism data across several student groups. The revised action places increased emphasis on proactive family engagement, community outreach, and coordinated attendance intervention systems. New strategies include working collaboratively with local non-profits, faith-based organizations, and community leaders connected to diverse communities in order to strengthen family outreach and student engagement efforts. The action also includes standardizing systems for student enrollment, registration, cumulative file maintenance, and student no-show procedures to improve consistency, early intervention, and student re-engagement processes across schools.
- To create greater coherence across student engagement and school culture systems, former Action 2.5, Positive School Climate and Culture, and Action 2.7, Enrichment Activities, were consolidated into a single revised action titled Positive School Culture and Enrichment Activities. This updated action reflects a more integrated approach to student enrichment, social-emotional learning, restorative practices, character development, and school culture. The revised action expands opportunities for enrichment, tutoring, afterschool programming, and summer learning while continuing to deepen implementation of the school's culture and character development framework.

Building on the character development work implemented over the past three years, the school will continue refining a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. The updated action also strengthens partnerships with afterschool providers to expand high-quality enrichment opportunities and redesign summer programming to provide more meaningful academic, enrichment, and character-building experiences for students.

- Additionally, the revised action includes expanded professional development, coaching, and collaborative learning opportunities for staff focused on implementation of the character framework, restorative responses to student behavior, character-based discipline practices, and strategies to directly support student character development across all learning environments. Professional learning will also include stronger systems for behavior documentation and data collection to improve MTSS supports, intervention planning, and coordinated student support systems.

Collectively, these revisions reflect Voices' continued commitment to strengthening school culture, improving attendance systems, deepening student engagement opportunities, and creating safe, inclusive, and relationship-centered learning environments that support the academic and social-emotional success of all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$31,000.00	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.		No
2.3	School Supplies	Provide students with equitable access to school supplies, instructional materials, classroom resources, and technology tools that support high-quality instruction, student engagement, and inclusive learning environments across all grade levels. The school will modernize classroom resources and instructional supports for TK–8 classrooms while ensuring materials, supplies, and instructional tools are aligned to and support coherence within the dual language instructional program. Teachers and staff will receive clear guidance, training, and ongoing support related to implementation of instructional platforms and supplemental learning tools, including systems such as Yeti, IXL, and AI literacy resources, to strengthen instructional efficiency, differentiated learning opportunities, and student access to standards-aligned instruction.	$40,000.00	No
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.	$84,191.60	No

Action #	Title	Description	Total Funds	Contributing
2.5	Positive School Culture and Enrichment Activities	Provide engaging enrichment, tutoring, afterschool, and summer learning opportunities that extend student learning beyond the core instructional day while deepening implementation of the school's culture and character development framework. Building on the character work developed over the past three years, the school will continue refining its culture and character strategy to ensure social-emotional learning, restorative practices, student leadership, and character development are embedded throughout the student experience and aligned to the school's instructional and behavioral systems. This work will include strengthening partnerships with afterschool providers to expand high-quality enrichment opportunities and redesigning summer programming to provide meaningful academic, enrichment, and character-building experiences for students. The school will continue developing a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. Staff will participate in ongoing professional development, coaching, and collaborative learning focused on implementation of the character framework, character-based discipline practices, restorative responses to student behavior, and strategies to directly support student character development across all learning environments. Professional learning will also focus on creating clear systems for behavior documentation and data collection to inform MTSS supports and intervention planning.	$141,896.70	Yes
2.6	Attendance Support	Working hand-in-hand with local non-profits, faith-based organizations, and community leaders who are connected to diverse communities to engage in strategic planning for community outreach, Standardize systems for student enrollment, registration, and mandated cumulative file maintenance. This includes the revision of policies and implementation practices, such as a student no show procedure.	$70,971.55	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	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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.	$97,037.85	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.	$116,087.40	Yes

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

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 Data Year: 2024-25 Data Source: Dashboard Fall 2025	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	2 Meetings per Year Data Year: 2025-26 Data Source: Local Data	4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	-2 meetings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 – 78% School Climate – 80% Data Year: 2025-26 Data Source: Local Data - Panorama	School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data	School Safety: -3% School Climate: +3%
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 --%-Staff --%-Teachers Respectful Relationships --%-Staff --%-Teachers Positive Working Environment --%-Staff --%-Teachers Data Year: 2025-26 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	NA
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	2 Meetings per Year Data Year: 2025-26 Data Source: Local Data	6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	1 Meetings per Year Data Year: 2025-26 Data Source: Local Data	2 per year Data Year: 2026-27 Data Source: Local Data	-10 meetings

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 3 actions at Voices Flagship reflects early-stage development of systems to support family and community engagement, with progress in communication structures and continued focus needed to fully implement family engagement and partnership opportunities.

Action 3.3 (Parent Communication) was partially implemented, reflecting progress in establishing consistent communication systems with families. The school utilized platforms such as ParentSquare, newsletters, and other outreach tools to share information related to school events, student progress, and important updates. While these systems are in place, there is an opportunity to further strengthen consistency, accessibility, and two-way engagement to ensure all families are fully connected and informed.

Actions 3.1 (Parent and Community Engagement and Advisory) and 3.2 (Parent Academy) remain areas for continued focus to reach full implementation. While foundational elements are beginning to develop, there is an opportunity to expand structured opportunities for family engagement, including schoolwide events, advisory participation, and parent leadership development. Similarly, the development of a robust Parent Academy will further support families in building capacity to engage in their child's academic success, attendance, and social-emotional well-being.

Across all actions, the school is building toward a strong foundation of family partnership, with initial systems in place and a clear direction for growth. Implementation efforts have highlighted the importance of expanding engagement opportunities, strengthening communication systems, and creating consistent structures for family voice and collaboration.

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.

We had an action that resulted in a material difference between budgeted and estimated actuals. The action that received more than estimated include parent engagement due to piloted a new family and community coordinator role that will continue into 26-27.

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

The actions implemented under Goal 3 at Voices Flagship have been partially effective in strengthening parent engagement, school-home communication, and opportunities for families to participate as active partners in the school community. Throughout the year, the school continued providing opportunities for families, staff, and community members to engage in school events, advisory groups, family education opportunities, and school decision-making processes. While several engagement systems remained stable, the data also highlights areas where participation and stakeholder engagement opportunities declined and will require additional focus moving into the 2026–27 school year.

Action 3.1, Parent and Community Engagement and Advisory, supported ongoing opportunities for family participation through schoolwide events, advisory committee meetings, parent conferences, and community engagement activities designed to strengthen relationships between school and home. The school maintained full implementation of systems promoting parental participation for unduplicated students and students with disabilities during both the 2024–25 and 2025–26 school years. Additionally, the English Learner Advisory Committee (ELAC) maintained two meetings during the school year, reflecting continued compliance and opportunities for parent voice and participation in school planning and decision-making processes.

Parent survey data demonstrated mixed outcomes related to school climate and school safety perceptions. School Climate survey results improved from 77% favorable in 2024–25 to 80% favorable in 2025–26, suggesting that families generally feel positively about the overall school environment and school-home relationships. At the same time, School Safety survey results declined slightly from 81% favorable to 78% favorable, indicating an area the school will continue monitoring and strengthening through ongoing communication, visibility of school safety procedures, and relationship-centered school culture practices.

Action 3.2, Parent Academy, continued to provide opportunities for parent education and family partnership development focused on student learning, attendance, engagement, social-emotional well-being, and leadership development. However, participation in parent workshops declined from five workshops during the 2024–25 school year to two workshops during the 2025–26 school year. Similarly, Project and Portfolio Presentation opportunities declined from five meetings to one meeting during the year. These outcomes suggest that while parent education systems remain in place, participation and engagement opportunities were not implemented as consistently as intended and will require additional focus moving forward to strengthen family partnership and leadership opportunities.

Action 3.3, Parent Communication, continued to support communication between the school and families through ParentSquare, newsletters, the school website, and social media platforms in both English and Spanish. These communication systems helped ensure families received regular updates related to school events, attendance expectations, academic information, and student supports. The school also continued utilizing communication systems to support recruitment, enrollment, and schoolwide engagement efforts.

Teacher and staff Panorama survey data reflected mixed perceptions related to school climate and working conditions. School Climate survey results declined from 72% favorable to 56% favorable among staff respondents, while Positive Working Environment survey results declined from 74% favorable to 44% favorable. At the same time, Respectful Relationships survey results improved significantly from 65% favorable to 89% favorable, indicating that staff perceptions related to interpersonal relationships and collaboration strengthened even as broader perceptions of school climate and work environment declined. The school noted that teacher response rates did not meet confidentiality thresholds for reporting teacher-specific survey results. These outcomes suggest that while relationship-building efforts have had a positive impact, additional attention is needed to strengthen staff engagement, organizational systems, communication structures, and overall workplace conditions moving forward.

Overall, Goal 3 actions have been partially effective in maintaining family engagement systems, strengthening school-home communication, and fostering positive relationships among families, staff, and community members. The school will continue refining parent engagement opportunities, increasing participation in Parent Academy programming, strengthening communication systems, and improving staff climate and working conditions in order to deepen authentic partnerships between families, staff, and the school community.

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

Based on educational partner engagement, review of implementation data, and reflection on prior practice, Voices will largely maintain the existing Goal 3 goals, metrics, and target outcomes for the 2026–27 school year while refining engagement structures to strengthen family partnership, community outreach, and shared leadership opportunities across schools.

As part of these refinements, previous Action 3.1, Parent and Community Engagement and Advisory, and Action 3.2, Parent Academy, will be consolidated into a single revised action titled Parent and Community Partnership. This updated action reflects a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration in support of student achievement, attendance, connectedness, and overall well-being.

The revised action places increased emphasis on strengthening authentic partnerships between schools, families, and community organizations through collaboration with local non-profits, faith-based organizations, community leaders, and diverse community partners. Voices will also expand online and social media outreach strategies, including Facebook and Instagram communication campaigns, to strengthen family engagement, enrollment outreach, and community awareness.

Additionally, the revised action strengthens family leadership and governance opportunities through continued implementation of compliant English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures, along with expanded family feedback opportunities, leadership development, and participation in school planning and decision-making processes. Annual school climate surveys and ongoing family feedback opportunities will continue informing continuous improvement efforts and strengthening authentic family and community partnerships across Voices schools.

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
3.2	Parent and Community Partnership	Provide robust parent and community engagement opportunities that strengthen partnerships between school, home, and the broader community to support student achievement, attendance, connectedness, and overall well-being. Voices will strengthen student recruitment and community outreach efforts by working collaboratively with local non-profits, faith-based organizations, community leaders, and diverse community partners to increase community awareness, build authentic relationships with families, and engage prospective families in the school community. The school will utilize online and social media outreach strategies, including regular Facebook and Instagram campaigns, to increase family communication, engagement, enrollment outreach, and community awareness. The school will ensure compliant and functioning English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures and codify guides, training materials, and engagement practices to increase family participation in school governance, local advocacy, leadership opportunities, and shared decision-making processes at each school site. Voices will prioritize authentic family engagement by creating meaningful opportunities for families to provide feedback, participate in strategic planning discussions, and contribute to schoolwide decision-making processes that impact student achievement, school culture, and community engagement efforts. Annual school climate surveys and ongoing family feedback opportunities will continue to be used to inform continuous improvement efforts and strengthen authentic family and community partnerships.	$117,614.00	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.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,145,591	$135,390

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.738%	0.000%	$0.00	31.738%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Professional Learning and Coaching Systems **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments.	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	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	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.	
1.7	**Action:** Intervention and Supplemental Materials **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments. **Scope:** Schoolwide	This action is principally directed toward unduplicated pupils by strengthening the systems used to identify, monitor, and support students who are most at risk of academic, behavioral, and social-emotional challenges, including English Learners, foster youth, and socioeconomically disadvantaged students. Through targeted interventions, SST processes, counseling supports, progress monitoring, and the use of Panorama as a centralized platform, the school can more effectively provide timely and coordinated supports to address barriers to student success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and benefit from strong Tier 1	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		instruction, consistent intervention systems, and coordinated MTSS practices that improve outcomes for all students while addressing the greatest needs of unduplicated student groups.	
2.1	**Action:** Field Trips **Need:** Local data, attendance data, and educational partner feedback indicate a need to increase student engagement, school connectedness, and attendance while providing students with meaningful opportunities to apply classroom learning in real-world contexts. Students benefit from hands-on, experiential learning opportunities that strengthen academic understanding, increase motivation, and foster a stronger connection to school. **Scope:** Schoolwide	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
2.5	**Action:** Positive School Culture and Enrichment Activities	This action is principally directed toward unduplicated pupils by providing additional enrichment opportunities, social-emotional	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** Schoolwide	learning supports, restorative practices, character development experiences, and targeted behavioral interventions designed to increase student engagement, school connectedness, attendance, and positive behavioral outcomes. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from expanded opportunities to build strong relationships with peers and staff, develop leadership skills, and access supportive learning environments that foster belonging and academic success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, inclusive school culture, strong character development framework, and coordinated behavioral support systems benefit all students while providing the greatest benefit to students with the greatest needs.	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
2.9	**Action:** Dean of Culture **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior.	This action is principally directed toward unduplicated pupils by providing leadership and coordination of social-emotional learning supports, student engagement initiatives, family outreach, and school culture programs that help address barriers to attendance, engagement, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from additional relationship-building, behavioral supports, enrichment opportunities, and family engagement efforts that increase their	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** Schoolwide	sense of belonging and connection to school. The Dean of Culture supports these efforts by overseeing school culture initiatives, staff training, enrichment programming, and parent education opportunities. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, safe, and engaging school culture benefits all students while providing the greatest benefit to those students with the greatest needs.	
2.10	**Action:** School Counselor **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing	This action is principally directed toward unduplicated pupils by providing counseling services, social-emotional supports, behavioral interventions, family resources, and trauma-informed practices that address barriers to student engagement, attendance, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students are more likely to experience challenges that impact their social-emotional well-being and benefit from access to counseling, mental health resources, restorative practices, and coordinated behavioral supports. The School Counselor provides individualized and small-group counseling, family support, social skills development, staff training, and schoolwide positive behavior systems that strengthen student well-being and school connectedness. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers that may negatively impact student engagement and success. **Scope:** Schoolwide	population and because comprehensive social-emotional and mental health supports benefit all students while providing the greatest benefit to students with the greatest needs.	
3.2	**Action:** Parent and Community Partnership **Need:** Additional support is needed to increase family participation in school events, governance structures, decision-making processes, and community outreach efforts in order to strengthen student achievement, attendance, school connectedness, and overall student well-being. **Scope:** Schoolwide	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	**Action:** Support for English Learners **Need:** English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	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; 1.5: Professional Learning and Coaching Systems , 1.7 – Interventions for struggling students; 2.5: Positive School Culture and Enrichment Activities; 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	Single School LEA and not applicable.	Single School LEA and not applicable.
Staff-to-student ratio of certificated staff providing direct services to students	Single School LEA and not applicable.	Single School LEA and not applicable.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3,609,554	1,145,591	31.738%	0.000%	31.738%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,856,940.46	$1,291,998.95	$0.00	$11,939.00	$5,160,878.41	$3,945,870.41	$1,215,008.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Appropriately Staff School	All	No			All Schools	Ongoing	$1,392,546.42	$0.00	$1,392,546.42				$1,392,546.42	
1	1.2	Implementation of Core Curriculum	All	No			All Schools	Ongoing	$0.00	$74,229.00	$74,229.00				$74,229.00	
1	1.3	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$245,743.49	$0.00	$245,743.49				$245,743.49	
1	1.4	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$795,571.70	$0.00		$795,571.70			$795,571.70	
1	1.5	Professional Learning and Coaching Systems	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$455,002.40	$48,120.00	$491,183.40			$11,939.00	$503,122.40	
1	1.6	Technology Infrastructure and Support	All	No			All Schools	Ongoing	$0.00	$70,494.00	$70,494.00				$70,494.00	
1	1.7	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$7,182.00	$7,182.00				$7,182.00	
1	1.11	After School Program and Summer School	All	No			All Schools	Ongoing	$464,081.30	$0.00		$464,081.30			$464,081.30	
1	1.12	Network Support Infrastructure	All	No			All Schools	Ongoing	$0.00	$894,109.00	$894,109.00				$894,109.00	
2	2.1	Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$31,000.00	$31,000.00				$31,000.00	
2	2.2	Student Health	All	No			All Schools	Ongoing								

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
2	2.3	School Supplies	All	No			All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.4	Safe, Clean Facilities	All	No			All Schools	Ongoing	$65,691.60	$18,500.00	$84,191.60				$84,191.60	
2	2.5	Positive School Culture and Enrichment Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$131,896.70	$10,000.00	$141,896.70				$141,896.70	
2	2.6	Attendance Support	All	No			All Schools	Ongoing	$70,971.55	$0.00	$38,625.60	$32,345.95			$70,971.55	
2	2.8	Middle School Culture	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.9	Dean of Culture	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$97,037.85	$0.00	$97,037.85				$97,037.85	
2	2.10	School Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$116,087.40	$0.00	$116,087.40				$116,087.40	
3	3.2	Parent and Community Partnership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$111,240.00	$6,374.00	$117,614.00				$117,614.00	
3	3.3	Parent Communication	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3,609,554	1,145,591	31.738%	0.000%	31.738%	$1,247,744.84	0.000%	34.568 %	**Total:**	$1,247,744.84
								LEA-wide Total:	$0.00
								Limited Total:	$245,743.49
								Schoolwide Total:	$1,002,001.35

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	1.3	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$245,743.49	
1	1.5	Professional Learning and Coaching Systems	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$491,183.40	
1	1.7	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,182.00	
2	2.1	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$31,000.00	
2	2.5	Positive School Culture and Enrichment Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$141,896.70	
2	2.9	Dean of Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$97,037.85	
2	2.10	School Counselor	Yes	Schoolwide	English Learners Foster Youth	All Schools	$116,087.40	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.2**	Parent and Community Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$117,614.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,259,682.00	$5,714,245.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Appropriately Staff School	No	$1,416,880.00	$ 1,576,109
1	**1.2**	Implementation of Core Curriculum	No	$40,706.00	$ 292,426
1	**1.3**	Support for English Learners	Yes	$193,919.00	$ 525,370
1	**1.4**	Support for Students with Disabilities	No	$816,647.00	$ 669,622
1	**1.5**	Professional Development	Yes	$94,106.00	$ 5,454
1	**1.6**	Technology Infrastructure and Support	No	$47,167.00	$ 46,374
1	**1.7**	Intervention and Supplemental Materials	Yes	$31,411.00	$ 7,302
1	**1.8**	Instructional Coach and Principal	No	$276,116.00	$ 285,342
1	**1.9**	Associate Teachers	Yes	$488,406.00	$ 439,175
1	**1.10**	Student Services Manager	Yes	$109,827.00	$ 51,644
1	**1.11**	After School Program and Summer School	Yes	$441,317	$ 464,289

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	1.12	Network Support Infrastructure	No	$769,896.00	$ 769,546
2	2.1	Field Trips	Yes	$33,330.00	$ 30,330
2	2.2	Student Health	No	$3,232.00	
2	2.3	School Supplies	Yes	$42,168.00	$ 9,968
2	2.4	Safe, Clean Facilities	No	$137,307.00	$ 72,151
2	2.5	Positive School Climate and Culture	Yes	$33,620.00	
2	2.6	Attendance Support	No	$4,848.00	$ 45,000
2	2.7	Enrichment Activities and Advisory Curriculum	No	$30,300.00	$ 81,933
2	2.8	Middle School Culture	No	$12,120.00	
2	2.9	Dean of Culture	Yes	$114,421.00	$ 115,952
2	2.10	School Counselor	Yes	$103,323.00	$ 112,707
3	3.1	Parent and Community Engagement and Advisory	No	$5,050.00	$ 113,551
3	3.2	Parent Academy	Yes	$6,565.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Parent Communication	No	$7,000.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$ 1,118,223	$1,079,643.00	$1,762,191.00	($682,548.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Support for English Learners	Yes	$152,808	$ 525,370		
1	1.5	Professional Development	Yes	$78,767.00	$ 5,454		
1	1.7	Intervention and Supplemental Materials	Yes	$31,411.00	$ 7,302		
1	1.9	Associate Teachers	Yes	$346,763.00	$ 439,175		
1	1.10	Student Services Manager	Yes	$109,827.00	$ 51,644		
1	1.11	After School Program and Summer School	Yes	$83,850	$ 464,289		
2	2.1	Field Trips	Yes	$33,330.00	$ 30,330		
2	2.3	School Supplies	Yes	$42,168.00	$ 9,968		
2	2.5	Positive School Climate and Culture	Yes	$33,620.00			
2	2.9	Dean of Culture	Yes	$57,211.00	$ 115,952		
2	2.10	School Counselor	Yes	$103,323.00	$ 112,707		
3	3.2	Parent Academy	Yes	$6,565.00			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,541,188	$ 1,118,223	0%	31.578%	$1,762,191.00	0.000%	49.763%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Coversheet

Morgan Hill (MH) Review of Local Indicators and 2026-27 LCAP Approval

Section: III. 2026-27 Local Indicators Review and LCAP Approval
Item: B. Morgan Hill (MH) Review of Local Indicators and 2026-27 LCAP Approval
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Voices_College-Bound_Language_Academy_at_Morgan_Hill_20260617.pdf

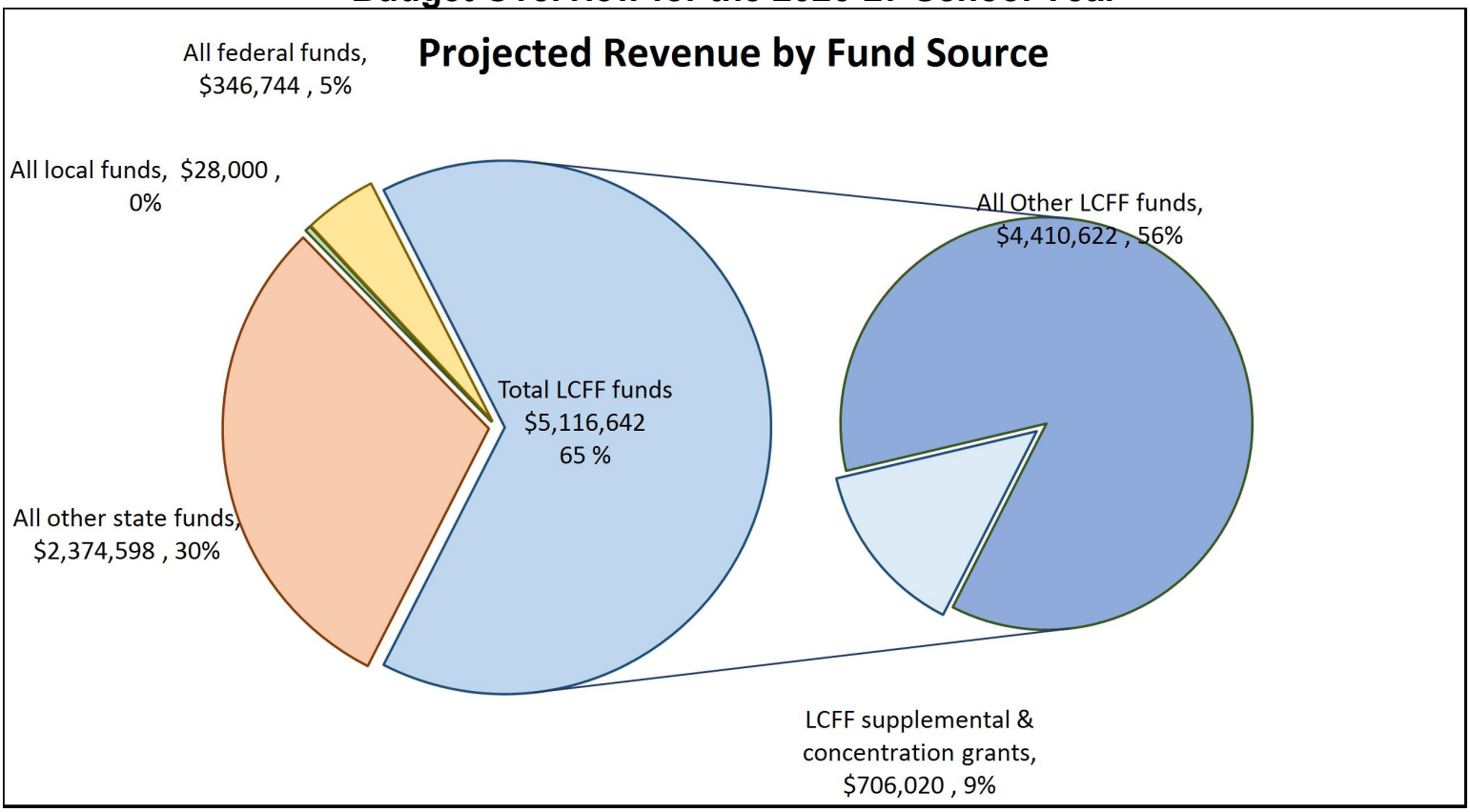
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Morgan Hill
CDS Code: 43 10439 0131748
School Year: 2026-27
LEA contact information:
Vicky Lopez
Principal

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).

Budget Overview for the 2026-27 School Year

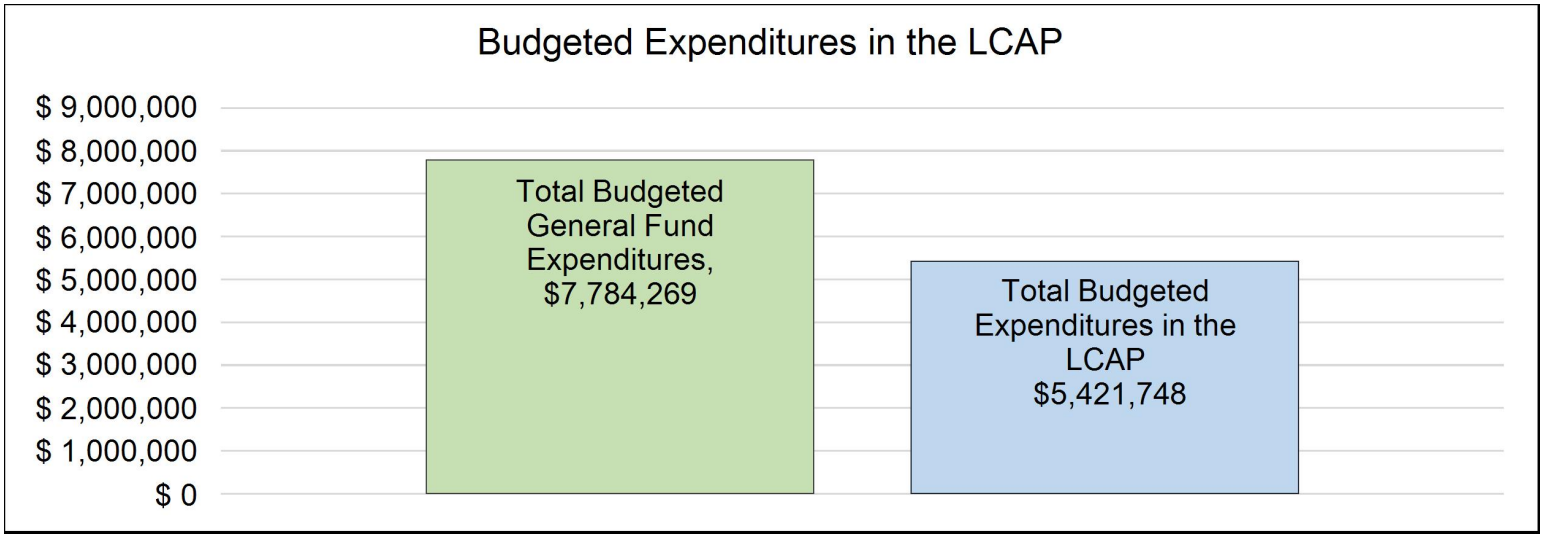


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Morgan Hill expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Morgan Hill is $7,865,984, of which $5,116,642 is Local Control Funding Formula (LCFF), $2,374,598 is other state funds, $28,000 is local funds, and $346,744 is federal funds. Of the $5,116,642 in LCFF Funds, $706,020 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Morgan Hill plans to spend $7,784,269 for the 2026-27 school year. Of that amount, $5,421,747.71 is tied to actions/services in the LCAP and $2,362,521.29 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

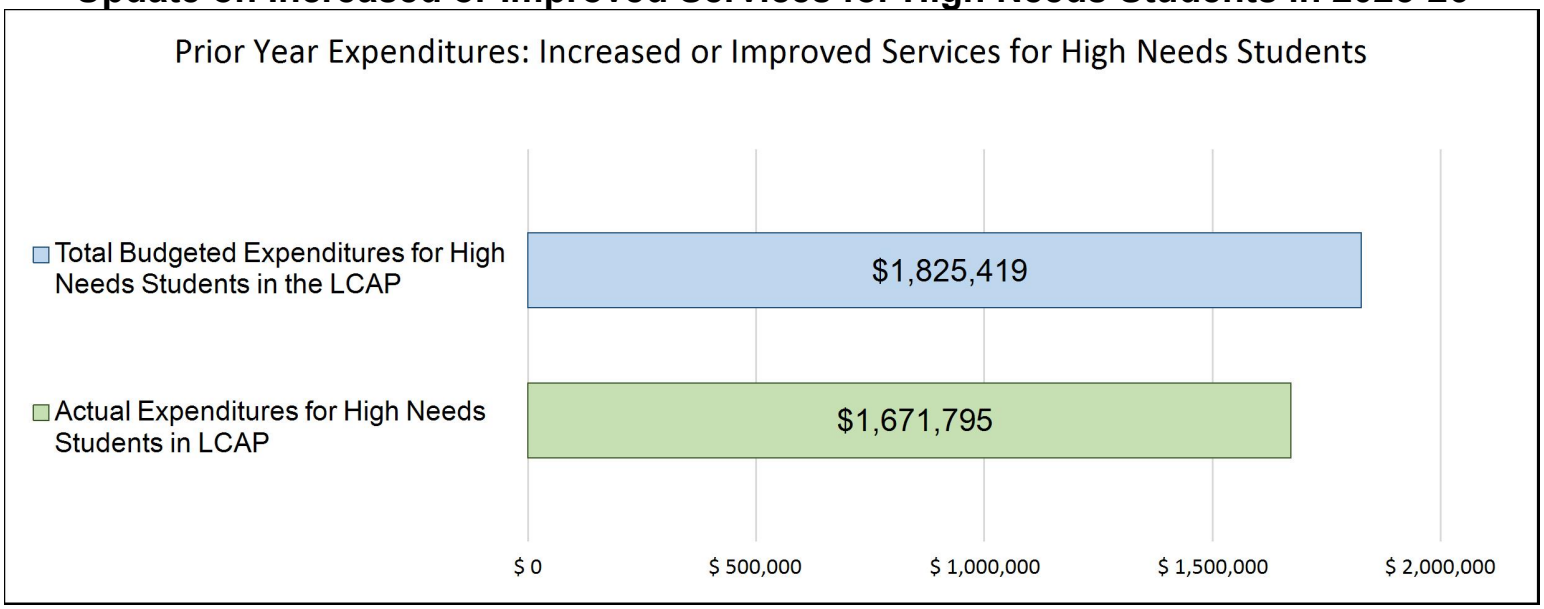
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs

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

In 2026-27, Voices College-Bound Language Academy at Morgan Hill is projecting it will receive $706,020 based on the enrollment of Foster Youth, English learner, and low-income students. Voices College-Bound Language Academy at Morgan Hill must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Morgan Hill plans to spend $1,348,719.45 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Voices College-Bound Language Academy at Morgan Hill's LCAP budgeted $1,825,419.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Morgan Hill actually spent $1,671,795.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $153,624 had the following impact on Voices College-Bound Language Academy at Morgan Hill’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 student in 25-26 was a 8% difference from total budgeted expenditures. The 8% difference resulted from staffing vacancies, lower enrollment, and unspent funds in planned interventions. However, this did not have an impact on services planned for our high needs students.

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 [2026-27]

General Information

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

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 2025 reports that in 2024-25, Voices served 338 students with diverse needs and backgrounds: 71.6% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 55.6% of students were English Learners (“ELs”); 10.4% of students with disabilities (“SWD”); 0% Foster Youth (“FY”); and, .9% Homeless Youth. As of the 2024-25 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (95.6%), White (.6%), Black/African American (0.3%), and Asian (2.7%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY, 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.

We are incredibly proud of the progress our students, staff, and families have made this year at Voices Morgan Hill. The 2025 California School Dashboard reflects meaningful growth across multiple indicators and highlights the strength of our instructional program and school culture. Most notably, after being identified for Additional Targeted Support and Improvement (ATSI) for the past three years, our school has successfully exited ATSI status—an accomplishment that speaks to the focused efforts, strategic supports, and unwavering commitment of our entire community. This milestone reflects not only improved outcomes for our student groups but also our continued dedication to ensuring every student is supported, challenged, and set up for success.

Outstanding English Learner Progress: Our English Learners made exceptional gains, with 57.5% of students making progress toward proficiency, increasing 11.6 percentage points and earning a Blue performance level. Our Long-Term English Learners also achieved a Blue performance level at 73.8% making progress, increasing 20.5 percentage points, reflecting the strength of our language development program and targeted supports for multilingual learners.
Strong and Accelerating Growth in Mathematics: Mathematics performance showed significant improvement, with All Students increasing 22.0 points to 49.6 points below standard, earning a Yellow performance level. Student group growth was especially notable, including English Learners (63.2 points below standard, increased 24.0 points, Yellow), Hispanic students (52.4 points below standard, increased 19.3 points, Yellow), and Socioeconomically Disadvantaged students (58.5 points below standard, increased 16.3 points, Yellow). This widespread growth reflects strong instructional alignment and effective intervention systems.
Positive Momentum in English Language Arts: In English Language Arts, All Students improved by 8.8 points to 46.7 points below standard, maintaining a Yellow performance level. Several student groups also demonstrated meaningful growth, including English Learners (65.4 points below standard, increased 4.7 points, Yellow), Hispanic students (48.9 points below standard, increased 7.9 points, Yellow), and

Long-Term English Learners (68.3 points below standard, increased 24.6 points, Yellow). These gains signal steady progress toward closing achievement gaps.
Improving School Climate and Suspension Rates: The Suspension Rate declined by 1.1 percentage points to 3.3%, earning a Yellow performance level for All Students. Several student groups also saw improvements, including Hispanic students (3.4%, declined 1.1%, Yellow) and Socioeconomically Disadvantaged students (4.3%, declined 0.6%, Yellow). These improvements reflect a continued focus on creating a safe and supportive school environment.

While we celebrate these important accomplishments, we also recognize the opportunity to build on this momentum and continue strengthening outcomes for all students. The Dashboard data provides clear direction for where we will focus our efforts moving forward.

Chronic Absenteeism Remains an Area of Focus: Chronic Absenteeism remains elevated, with All Students at 25.8% (Orange), declining 1.1 points. Several student groups continue to experience higher rates, including Long-Term English Learners (40.0%, increased 3.9 points, Red) and Socioeconomically Disadvantaged students (27.8%, maintained, Red). Additional groups include Hispanic students (25.7%, declined 1.1 points, Orange), Students with Disabilities (37.0%, declined 3.7 points, Orange), and English Learners (26.4%, declined 3 points, Yellow). While we are encouraged by some declines, these results highlight the need to further strengthen attendance systems and family engagement.
Opportunity to Accelerate English Language Arts for Key Student Groups: Although overall ELA performance improved, some student groups remain below expectations, including Socioeconomically Disadvantaged students (57.6 points below standard, maintained 1.5 points, Orange). While other groups are making progress, continued focus on targeted literacy supports will be critical to accelerating achievement across all learners.
Targeted Support Needed for Specific Mathematics Student Groups: While overall math growth was strong, Long-Term English Learners remain at 105.0 points below standard (Orange), despite increasing 10.2 points. This highlights an opportunity to deepen targeted interventions to ensure all student groups benefit equitably from the strong schoolwide gains.
Student Group Suspension Rate: Although overall suspension rates declined, some groups continue to experience higher rates, including English Learners (4.2%, maintained 0.1%, Orange), Long-Term English Learners (11.1%, declined 2.4%, Orange), and Students with Disabilities (8.7%, declined 0.7%, Orange). These results highlight the importance of continuing to strengthen proactive behavior supports and equitable discipline practices.

Learning Recovery and Emergency Block Grant: Voices has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Action 2.
We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
Our needs assessment identified academic achievement as high-priority areas for improvement, particularly for our significant student groups. Data from our school climate surveys and ELA and Math from the CA School Dashboard show disproportionate impacts on these groups, reinforcing the urgency to invest in materials to accelerate academic proficiency. The metrics used to monitor this action will include:

- ELA and Math DFS (by subgroup)
- ELPI
- CAST

This action aligns with the allowable LREBG use under EC Section 32526(c)(2)(B)(ii)

Reflections: Technical Assistance

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

Not applicable. Voices was not identified for Technical Assistance.

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 Improvement ("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.

Voices is not eligible for Comprehensive Support and Improvement ("CSI").

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 Improvement ("CSI").

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	6/4/26-6/24/26: Public comment period or notification to members of the public of the opportunity to

Educational Partner(s)	Process for Engagement
	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	6/4/26 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/24/26 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 6/24/26 in accordance with Education Code section 52062(b)(2).

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

Educational partner feedback gathered through surveys, meetings, advisory committees, family engagement opportunities, staff collaboration structures, and the broader network-wide strategic planning process indicated overall support for the LCAP goals, metrics, and actions. Families, staff, students, and community partners consistently identified increasing English Language Arts and Mathematics performance, strengthening English Learner progress, and reducing chronic absenteeism as continued priorities. Feedback also emphasized the importance of maintaining strong school culture systems, consistent instructional practices, coordinated student supports, and meaningful family engagement opportunities.

As a result of this engagement process and reflection on student outcome data, Voices made several strategic revisions to actions across Goals 1, 2, and 3 to better align network-wide systems, resources, and supports with identified student and community needs.

Under Goal 1, Actions 1.1 (Appropriately Staff School), 1.2 (Implementation of Core Curriculum), 1.3 (Support for English Learners), 1.4 (Support for Students with Disabilities), 1.7 (Intervention and Supplemental Materials), and 1.9 (Network Support Infrastructure) were all revised to strengthen implementation consistency, instructional coherence, multilingual learner supports, Special Education systems, intervention coordination, and data-driven instructional practices across schools. In response to educational partner feedback and English Learner Progress Indicator (ELPI) outcomes, the network strengthened supports related to integrated and designated ELD instruction, progress monitoring systems, and professional development for educators serving multilingual learners. Additionally, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a revised Professional Learning and Coaching Systems action to create greater alignment across teacher development, instructional coaching,

collaborative planning, and leadership support systems. Action 1.10 (Student Service Manager) was removed and integrated into Action 1.4 to strengthen coordination of Special Education and student support systems.

Under Goal 2, Action 2.3 (School Supplies) was revised to strengthen equitable access to instructional materials, classroom resources, technology tools, and supplemental instructional platforms aligned to the dual-language instructional model. Action 2.6 (Attendance Supports) was also revised in response to chronic absenteeism trends across several student groups and now includes expanded family outreach, community partnerships, standardized attendance procedures, and stronger student re-engagement systems. Additionally, former Action 2.5 (Positive School Climate and Culture) and Action 2.7 (Enrichment Activities) were consolidated into a revised Positive School Culture and Enrichment Activities action to better align enrichment programming, restorative practices, social-emotional learning, character development, and school culture systems.

Under Goal 3, previous Action 3.1 (Parent and Community Engagement and Advisory) and Action 3.2 (Parent Academy) were consolidated into a revised Parent and Community Partnership action. This updated action creates a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration while expanding opportunities for family feedback, advisory participation, strategic planning involvement, and shared decision-making. The revised action also includes expanded collaboration with community organizations, faith-based groups, and local leaders, along with increased use of online communication and social media outreach strategies to strengthen family engagement and community awareness across Voices schools.

Collectively, these revisions reflect the Voices network’s continued commitment to using educational partner feedback, student outcome data, and strategic planning processes to refine systems, strengthen implementation, and improve academic, engagement, and social-emotional outcomes for all students.

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to student achievement data, English Learner outcomes, and educational partner feedback that identified the need to improve academic performance for all students while accelerating achievement for significant student groups, particularly English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Voices remains committed to ensuring students achieve at high levels in English Language Arts, Spanish Language Arts, Mathematics, and Science through its dual-immersion instructional model and a strong focus on standards-based instruction.

The actions within this goal work together to provide students with access to highly qualified staff, high-quality curriculum, targeted support for English Learners and Students with Disabilities, meaningful professional development, technology resources, intervention programs, instructional coaching, supplemental staffing, extended learning opportunities, and coordinated student support services. Together, these actions strengthen Tier 1 instruction while providing targeted academic interventions and enrichment opportunities to meet diverse student needs. Metrics related to academic achievement, English Learner progress, assessment results, reclassification, and implementation of standards-aligned instruction will be used to monitor progress and ensure students are prepared for success in college, career, and life.

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	10 FTE 0.0% Clear 0.0% Out-of-Field 10.0% Intern	10.3 FTE 12.2% Clear 0.0% Out-of-Field 9.8% Intern	10.0% Clear 0.0% Out-of-Field 10% Intern 80% Ineffective	Clear: -0.8% Out-of-Field: 0.0% Intern: +3.3% Ineffective: -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80.4% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2021-22 Data Source: DataQuest	90.0% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2022-23 Data Source: DataQuest	78% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2023-24 Data Source: DataQuest	0.0% Incomplete 0.0% Unknown Data Year: 2024-25 Data Source: DataQuest	Incomplete: 0.0% Unknown: 0.0% FTE: -5.0 FTE
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: 2025-26 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	No difference
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 Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased
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%	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:	2024-25 ELA Distance from Standard Overall: -46.7 (Yellow) HISP: -48.9 (Yellow) SED: -57.6 (Orange) EL: -65.4 (Yellow)	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%	ELA Distance from Standard (DFS) Difference Overall: -6.0 points Hispanic: -7.1 points SED: -17.8 points EL: -12.0 points LTEL: N/A — no baseline listed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 32.33% EL: 20.56% SWD: 23.53% Data Year: Spring 2023 Data Source: CAASPP	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	LTEL: -68.3 (Yellow) SWD: -109.3 Percent Meets and Exceeds: Overall: 33.74% HISP: 32.9% SED: 29.51% EL: 17.22% LTEL: 3.45% SWD: 9.68% Data Year: Spring 2025 Data Source: CAASPP	HISP: 33.02% SED: 32.09% EL: 22.45% SWD: 30.00% Data Year: Spring 2026 Data Source: CAASPP	SWD: N/A — baseline listed as “Too Few” ELA Proficiency (Percent Meets and Exceeds) Difference Overall: +2.21% Hispanic: +1.41% SED: -2.82% EL: -3.34% LTEL: N/A — no baseline listed SWD: -13.85%
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%	2024-25 Math Distance from Standard Overall: -49.6 (Yellow) HISP: -52.4 (Yellow) SED: -58.5 (Yellow) EL: -63.2 (Yellow) LTEL: -105 (Orange) SWD: -122.1 Percent Meets or Exceeds: Overall: 30.74%	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	Math Distance from Standard (DFS) Difference Overall: -1.4 points Hispanic: -3.5 points SED: -6.1 points EL: +4.9 points LTEL: N/A — no baseline listed SWD: N/A — baseline listed as “Too Few” Math Proficiency (Percent Meets or Exceeds) Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: Spring 2024 Data Source: CAASPP	HISP: 30.34% SED: 26.23% EL: 19.74% LTEL: 3.45% SWD: 3.23% Data Year: Spring 2025 Data Source: CAASPP		Overall: +1.94% Hispanic: +1.61% SED: -1.80% EL: +8.63% LTEL: N/A — no baseline listed SWD: -8.53%
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: 12.82% HISP: 13.16% SED: 11.11% EL: 0% LTEL: * SWD: * Data Year: Spring 2025 Data Source: CAASPP	Overall: 19.44% HISP: 19.54% SED: 3.23% EL: 15% SWD: TBD Data Year: Spring 2026 Data Source: CAASPP	Overall: +5.27% Hispanic: +5.47% SED: +4.13% EL: -2.78% LTEL: N/A — no baseline listed SWD: N/A — insufficient data
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	Voices discontinued the contract with MAP at the end of the 2024-25 school year. IXL Spring Benchmark is currently scheduled for May 12-22.	-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	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	27.6% Proficient STAR SLA Data Year: 2025-26 Data Source: Local Assessment Data	SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	-7.4%
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	Voices discontinued the contract with MAP at the end of the 2024-25 school year. IXL Spring Benchmark is currently scheduled for May 12-22.	-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	NA
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 Blue ELPI is 57.5% Data Year: 2024-25 Data Source: Dashboard 2025 (State – 46.4%)	ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	+9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	Data release delayed by the CDE Data Year: 2024-25 Data Source: Dataquest	EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 1 actions at Voices Morgan Hill reflects steady progress toward strengthening instructional systems aligned to the dual-immersion model, with several actions fully implemented and others continuing to develop toward full implementation.

Key actions that were fully implemented (Actions 1.8, 1.11, and 1.12) provided a strong foundation for instructional coherence and student support. The Instructional Coach and Principal coaching model (Action 1.8) was consistently implemented, supporting teachers through data-driven coaching, feedback, and professional learning focused on effective instructional practices. The After School and Summer School programs (Action 1.11) were fully operational, expanding opportunities for both academic intervention and enrichment. Additionally, the Network Support Infrastructure (Action 1.12) ensured alignment across systems, clear communication, and access to resources that supported schoolwide implementation.

Several actions were partially implemented (Actions 1.1–1.5), reflecting continued progress alongside typical implementation challenges such as appropriately staffing needs, building systems, and deepening instructional consistency. Efforts to ensure appropriate staffing (Action 1.1) were ongoing, with a focus on maintaining stability and supporting staff development. Implementation of the core curriculum (Action 1.2) and professional development (Action 1.5) showed progress, with increased alignment and opportunities for teacher learning, though continued focus is needed to ensure consistent fidelity across classrooms. Supports for English Learners (Action 1.3) and Students with Disabilities (Action 1.4) were in place and improving, with ongoing efforts to strengthen instructional strategies, collaboration, and progress monitoring systems.

Actions 1.7 (Intervention and Supplemental Materials), 1.9 (Associate Teachers), and 1.10 (Student Services Manager) remain areas for continued focus to reach full implementation. While these systems are in place, there is an opportunity to further refine how intervention supports are structured and delivered, strengthen the impact of classroom-based support staff, and enhance coordination of services for students with the greatest needs. Continued development in these areas will support more consistent and targeted support for all student groups.

In summary, implementation of Goal 1 actions at Voices Morgan Hill has established a solid foundation for improving student achievement, with clear progress toward full implementation. Ongoing refinement of partially implemented actions will further strengthen instructional systems and support continued growth for all students within the dual-immersion program.

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.

Several actions had material differences between budgeted and estimated actuals. The actions that saw an increase from budgeted to estimated actuals were: Implementation of Core Curriculum due to purchase of new science curriculum, Support for English Learners due to allocating a larger portion of our core teachers in support of our multi-language learners.
Actions that saw a decrease in spending were professional development due to receiving a grant to work with external partners to provide professional development, afterschool programming due to a decrease in student enrollment into the programs, Associate Teachers due to lower enrollment and unable to hire the original planned amount of Associate Teachers.

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

The actions implemented under Goal 1 have demonstrated positive progress toward improving student achievement in English Language Arts, Mathematics, Science, and English Learner progress within Voices Morgan Hill's dual-immersion model. The 2025 California School Dashboard reflects improvement across multiple academic indicators and student groups, particularly in Mathematics and English Learner Progress, while continued focus remains necessary to accelerate achievement for students performing below standard.

In Mathematics, the school demonstrated significant academic growth, with All Students improving 22 points in Distance from Standard and earning a Yellow performance level. English Learners improved by 24 points, Hispanic students improved by 19.3 points, Socioeconomically Disadvantaged students improved by 16.3 points, and Students with Disabilities improved by 36.5 points. Mathematics Growth was identified as Accelerated, with 79.1% of students improving their scores from the prior year. These outcomes reflect the positive impact of Actions 1.2, 1.5, 1.7, 1.8, and 1.9, including strong curriculum implementation, targeted intervention supports, instructional coaching, associate teacher support, and professional development focused on mathematical mindset, scaffolding, and differentiated instruction.

English Learner Progress Indicator (ELPI) results demonstrated one of the strongest areas of growth for the school. Voices Morgan Hill earned a Blue performance level (57.5%), with English Learners increasing 11.6 percentage points in progress toward English language proficiency. Long-Term English Learners also demonstrated strong growth, increasing 20.5 percentage points and earning a Blue performance level. Additionally, the percentage of English Learners progressing at least one ELPI level increased to 48.1%, while the percentage of students maintaining ELPI Level 4 increased to 9.4%. These results reflect the effectiveness of Actions 1.3 and 1.5 through implementation of integrated and designated ELD instruction, use of EL Achieve curriculum, SIOP strategies, and targeted professional development focused on multilingual learner supports within the dual-immersion setting.
In English Language Arts, the school showed encouraging improvement overall, with All Students improving 8.8 points and earning a Yellow performance level. English Learners improved 4.7 points to 65.4 points below standard, Hispanic students improved 7.9 points to 48.9 points below standard, and Long-Term English Learners demonstrated especially strong growth, improving 24.6 points. Socioeconomically Disadvantaged students maintained performance at 57.6 points below standard and remained in the Orange performance level, indicating a continued need for targeted academic supports and intervention. English Language Arts Growth was identified as Average, with 77.9% of

students improving their scores from the prior year. These results reflect the continued implementation of Actions 1.2, 1.5, 1.7, 1.8, and 1.9 through literacy intervention, instructional coaching, curriculum fidelity, associate teacher support, and professional development focused on academic vocabulary, constructed response writing, scaffolding, and differentiated instruction.

Science performance remained a relative strength for the school, with All Students performing 45.7 points above standard and maintaining a Yellow performance level. English Learners increased 6.1 points above standard, Hispanic students maintained strong performance at 46.1 points above standard, and Socioeconomically Disadvantaged students continued performing above standard as well. These results reflect the impact of Actions 1.2, 1.5, and 1.7 through inquiry-based instruction, project-based learning, use of supplemental instructional materials such as Mystery Science, and continued emphasis on rigorous grade-level instruction and academic vocabulary development.

Additionally, the school successfully maintained 100% access to standards-aligned instructional materials and demonstrated full implementation of academic standards for all students, including English Learners' access to both CCSS and ELD standards. These outcomes reflect the effectiveness of Actions 1.1, 1.2, and 1.5 through strategic staffing, implementation of high-quality core curriculum, ongoing professional development, and instructional coaching to support rigorous, standards-based instruction across all classrooms. The school's continued focus on integrated and designated ELD instruction within the dual-immersion model helped ensure multilingual learners had meaningful access to grade-level content and language development opportunities.
Overall, Goal 1 actions have been effective in strengthening student achievement, particularly in Mathematics growth, English Learner Progress, and Science performance. The data demonstrates that investments in instructional coaching, targeted intervention, professional development, multilingual learner supports, and curriculum implementation are contributing to positive student outcomes. Moving forward, the school will continue refining instructional practices and intervention systems to further accelerate achievement for all students and significant student groups.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several significant revisions have been made to Goal 1 actions for the 2026–27 school year in order to strengthen instructional systems, improve implementation consistency, and accelerate student outcomes across Voices schools.

Several existing actions were revised to better align with network-wide priorities and coordinated support systems. Action 1.1, Appropriately Staff School, was updated to strengthen systems across the employee lifecycle, including recruitment, onboarding, credential monitoring, and staff retention. New strategies include individualized credentialing plans for teachers, expanded onboarding systems, and cross-departmental staffing structures designed to improve stability and instructional continuity across school sites.
Action 1.2, Implementation of Core Curriculum, was significantly expanded to emphasize consistent implementation of Tier 1 instruction, aligned lesson planning protocols, instructional pacing, and data-driven instructional systems across all schools. Updates include additional focus on writing development, language standards across content areas, TK Learning Foundations alignment, common assessment practices, Spanish language assessments, and instructional feedback systems designed to strengthen instructional coherence network-wide.

Action 1.3, Support for English Learners, was revised in response to reflection on English Learner Progress Indicator (ELPI) outcomes across several school sites. The revised action includes a stronger focus on designated and integrated ELD implementation, operationalizing the Voices dual-language instructional model, and deepening educator understanding of effective multilingual learner supports. Additional emphasis has been placed on EL Achieve implementation, SIOP strategies, progress monitoring, reclassification systems, and professional development aligned to the California English Learner Roadmap and dual-identified student supports.
Action 1.4, Support for Students with Disabilities, was expanded to strengthen Special Education systems, onboarding, collaboration structures, intervention supports, and coordinated student services across school sites. The revised action includes development of stronger systems for SST processes, intervention tracking, dyslexia screening, tutoring models, counseling supports, and collaboration between general education teachers, Education Specialists, instructional aides, and student support teams. Additionally, supports previously included under Action 1.10 (Student Service Manager) have been consolidated into Action 1.4 to create a more integrated and coordinated approach to student support services.
The network also revised intervention and instructional support systems through updates to Action 1.7, Intervention and Supplemental Materials. The updated action places increased emphasis on strengthening Tier 1 instruction within the MTSS framework while also improving coordination of Tier II and Tier III interventions. As part of this refinement, Panorama will serve as a centralized platform for intervention planning, student progress monitoring, SST documentation, and data-informed decision-making across school sites.
In addition, Network Support Infrastructure was moved to Action 1.9, and includes language to support more consistent operational and instructional systems across the organization. This action focuses on standardizing network infrastructure, software governance, device management systems, workflow optimization, and implementation of aligned data systems and AI-supported tools designed to reduce administrative burden and strengthen organizational effectiveness.
To create greater coherence across instructional support systems, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a single revised action titled Professional Learning and Coaching Systems. This new action reflects a more integrated approach to professional learning, instructional coaching, collaborative planning, and leadership development. The revised action includes refinement of coaching cycles, strengthened PLC structures, aligned teacher and Associate Teacher development, minimum-day collaboration systems, role-alike leadership cohorts, and coordinated professional learning focused on dual-language implementation, instructional rigor, lesson planning, and data-driven instruction. These changes are intended to improve implementation consistency across classrooms and increase equitable access to high-quality instruction for all students.
Finally, Action 1.10 (Student Service Manager) was removed for the 2026–27 school year as the role has been sunsetted. Related student support responsibilities and systems were integrated into Action 1.4 in order to strengthen alignment and coordination across Special Education and student support structures network-wide.

Collectively, these revisions reflect Voices' continued commitment to refining instructional systems, strengthening multilingual learner supports, improving coordinated intervention structures, and aligning school-site implementation with the organization's updated strategic priorities in order to improve student outcomes across all schools.

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	Develop and implement comprehensive, cross-departmental systems for the entire employee lifecycle, from recruitment (including sign on bonuses for credentialed teachers), staff feedback and satisfaction loops, and competitive benefits to standardized 180-day onboarding and vacancy workflows. Individualized Credentialing Plans: Each teacher meets 1:1 with a credentialing specialist to review credentialing status, identify specific needs, and establish a personalized plan with clear milestones and deadlines.	$1,586,924.76	No
1.2	Implementation of Core Curriculum	Train and coach teachers on the Tier 1 lesson protocols, backwards planning and adjusting pacing calendars to ensure high-quality lesson planning and delivery. As a network, we will create aligned systems that ensure assessments, grading, and instructional feedback reinforce lesson planning and data protocols and develop data analysis protocols aligned to our assessment framework model, ensuring all school leaders are trained on their use in instruction. School leaders will implement these protocols on their school sites through teacher development avenues such as coaching, professional learning communities, and formal professional development opportunities. Focus areas to include: Social Studies / History curriculum development Writing development and SAS Language standards for content areas TK standards and observational checklists Assessment framework Common assessment retake guidance Progress reports & gradebooks Lesson observations aligned to lesson planning Spanish language assessments	$76,246.00	No
1.3	Support for English Learners	Conduct a deep dive into the designated and integrated ELD with our educators, recentering and operationalizing our Dual Language model in	$280,045.55	Yes

Action #	Title	Description	Total Funds	Contributing
		collaboration with our Voices Director of Dual Language Instructional Leadership and external partners. 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.		
1.4	Support for Students with Disabilities	Strengthen systems, onboarding processes, collaboration structures, and professional development opportunities to support high-quality Special Education services and coordinated student supports across school sites. The network will develop and implement comprehensive onboarding and development plans for Program Specialists, Education Specialists, and Special Education Instructional Aides (SPED IAs) to ensure staff have clear guidance, role clarity, and ongoing support aligned to student needs and compliance requirements. The network will continue strengthening collaboration structures between Education Specialists, General Education teachers, SPED Instructional Aides, counselors, and student support teams to improve alignment of instructional supports, accommodations, interventions, and student progress monitoring practices. Implementation priorities will also include development and refinement of tutoring models, dyslexia screening and intervention systems, intervention tracking tools, Student Success Team (SST) protocols aligned to promotion and retention practices, and counselor playbooks and student	$727,493.70	No

Action #	Title	Description	Total Funds	Contributing
		support processes designed to strengthen coordinated academic, behavioral, and social-emotional supports for students. This action ensures that SPED protocols and systems will be developed and co-owned across departments/sites' staff, building collective efficacy, increasing clarity of expectations, improving compliance fidelity, and strengthening student outcomes, service to the families, and staff professionalism network-wide.		
1.5	Professional Learning and Coaching Systems	Develop and implement consistent professional learning structures that build teacher and staff capacity to effectively implement the instructional model, strengthen instructional coherence, and improve student outcomes across all grade levels. The network will continue refining professional learning systems through coaching cycles, professional learning communities (PLCs), collaborative planning structures, and aligned professional development opportunities focused on high-quality instruction, dual language implementation, lesson planning, instructional non-negotiables, and data-driven instructional practices. The organization has developed a revised staffing structure aligned to student enrollment levels in order to strengthen operational and instructional leadership capacity across school sites. As enrollment increases, school leadership structures will include stacked leadership roles such as Principal, Business Manager, Vice Principal, Dean of Culture, and Family & Community Engagement Coordinator. The network will continue investing in the development of these leaders through role-alike cohort structures designed to strengthen leadership capacity, collaboration, and implementation consistency across schools. Principals and Vice Principals will continue serving as the primary instructional leaders on school sites and will lead instructional coaching, teacher development, data analysis, and professional learning implementation. The network has also refined Associate Teacher (AT) staffing structures to align support more intentionally within TK–3 classrooms based on student enrollment and classroom needs. Weekly minimum day schedules will provide dedicated collaboration time for teachers and Associate Teachers to engage in joint professional learning, lesson planning, instructional	$621,442.00	Yes

Action #	Title	Description	Total Funds	Contributing
		calibration, and student data analysis multiple times per month. Professional learning structures will focus on strengthening alignment between teachers and ATs through shared academic professional development, coaching cycles, instructional planning, and implementation of the dual language model and instructional non-negotiables across classrooms. Implementation priorities will include refinement of coaching cycle models, development of PLC structures during minimum days, alignment of teacher and AT academic professional development, targeted AT professional learning opportunities, and ongoing collaboration focused on lesson planning, pacing, instructional rigor, and analysis of student learning data. These systems are designed to create consistent instructional practices across classrooms while increasing staff collaboration, instructional effectiveness, and equitable student access to high-quality learning experiences.		
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.	$92,374.00	No
1.7	Intervention and Supplemental Materials	Develop coordinated systems that identify, monitor, and support students through targeted intervention, Student Success Team (SST) processes, counseling supports, and ongoing progress monitoring practices designed to improve academic, behavioral, and social-emotional outcomes for all students. As part of the continued refinement of the dual language instructional model and standards-first approach, the school will prioritize strengthening Tier 1 instruction within the Multi-Tiered System of Supports (MTSS) framework to ensure all students have access to rigorous, standards-aligned core instruction supported by high-quality instructional practices and differentiated classroom supports. To strengthen coordination and implementation of Tier II and Tier III interventions, the school has adopted Panorama as a centralized platform	$8,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to support intervention planning, student progress monitoring, and data-informed decision-making.		
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.	$358,948.20	No
1.12	Network Support Infrastructure	Standardize network infrastructure, software governance (SaaS), and data systems across all sites. Includes implementing a unified AI platform, 1:1 device management, and optimizing workflows to reduce administrative burden.	$979,748.00	No

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to school climate, attendance, behavioral, and educational partner data that demonstrate the importance of creating a safe, inclusive, and engaging learning environment where students feel connected, supported, and valued. Voices recognizes that students are more likely to attend school regularly, engage in learning, and achieve academically when their social-emotional needs are met and they have strong relationships with peers, staff, and families.

The actions within this goal work together to promote student well-being, school connectedness, and positive engagement through character development, counseling supports, attendance interventions, enrichment opportunities, restorative practices, student leadership experiences, family engagement, and safe learning environments. Metrics related to attendance, chronic absenteeism, suspension rates, school climate, and student connectedness will be used to monitor progress toward creating a positive school culture that supports the academic, social-emotional, and behavioral success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	All facilities in “Exemplary” repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT September 2024	All facilities in “Exemplary” repair Data Year: 2024-25 Data Source: SARC 2024-25 FIT September	All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	INcreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025		
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	92.69%Data Year: 2025-26 Data Source: P-2 Report	96% Data Year: 2026-27 Data Source: P-2 Report	+.57%
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: 25.8% (Orange) HISP: 25.7% (Orange) EL: 26.4% (Yellow) LTEL: 40% (Red) SED: 27.8% (Red) SWD: 37% (Orange) Data Year: 2024-25 Data Source: Dashboard 2025	All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	All Students: -11.9% Hispanic: -11.7% EL: -13.7% LTEL: N/A — no baseline listed SED: -5.2% SWD: -27.5%
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	0.00% Data Year 2025-26 Data Source CALPADS 8.1c	0% Data Year 2026-27 Data Source CALPADS 8.1c	No difference
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: 3.3% (Yellow) HISP: 3.4% (Yellow) EL: 4.2% (Orange) LTEL: 11.1% (Orange) SED: 4.3% (Yellow) SWD: 8.7% (Orange)	All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	All Students: +2.6% Hispanic: +2.7% EL: +3.7% LTEL: N/A — no baseline listed SED: +3.3% SWD: +8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: 2024-25 Data Source: Dashboard 2025		
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: 2024-25 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	No difference
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: 2025-26 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	No difference
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	Supportive Relationships 83% Grades 3-5 84% Grades 6-8 Positive Feelings about School 55% Grades 3-5 49% Grades 6-8 Student/Teacher Relationships 65% Grades 3-5 55% Grades 6-8 Sense of Belonging 53% Grades 3-5	80% Data Year: 2026-27 Data Source: Local Data	Grades 3–5 Differences Supportive Relationships: -6% Positive Feelings about School: 0% Student/Teacher Relationships: -2% Sense of Belonging: -7% School Safety: N/A — no 2025-26 data provided

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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	47% Grades 6-8 School Safety --% Grades 3-5 --% Grades 6-8 School Climate --% Grades 3-5 --% Grades 6-8 Engagement 40% Grades 3-5 29% Grades 6-8 Data Year: 2025-26 Data Source: Local Data-Panorama		School Climate: N/A — no baseline provided Engagement: N/A — no baseline provided Grades 6–8 Differences Supportive Relationships: -1% Positive Feelings about School: +2% Student/Teacher Relationships: -14% Sense of Belonging: +9% School Safety: N/A — no 2025-26 data provided School Climate: N/A — no baseline provided Engagement: N/A — no baseline provided

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 2 actions at Voices Morgan Hill reflects steady progress in building systems that support student engagement, social-emotional well-being, and a positive, inclusive school culture, with several actions fully implemented and others continuing to develop toward full implementation.

Key actions that were fully implemented provided a strong foundation for student engagement and connectedness. The consistent provision of school supplies (Action 2.3) ensured equitable access to learning materials and supported full participation in the classroom. The implementation of enrichment activities and advisory programming (Action 2.7) strengthened relationship-building, student voice, and social-emotional development, while the development of middle school culture (Action 2.8) contributed to a greater sense of belonging and school identity for students.

Several actions were partially implemented, reflecting continued progress alongside the ongoing development of systems. Efforts to provide field trips (Action 2.1) and support student health (Action 2.2) were in place, contributing to engagement and well-being, though continued expansion and consistency will strengthen impact. Implementation of safe and clean facilities (Action 2.4) and positive school climate systems (Action 2.5) showed progress, with increasing alignment around PBIS and restorative practices. Attendance systems and tiered re-engagement strategies (Action 2.6) were established, with ongoing opportunities to strengthen consistency and responsiveness to student needs. The role of the School Counselor (Action 2.10) was in place and developing, with continued focus on expanding supports for students' social-emotional and mental health needs.

In summary, implementation of Goal 2 actions at Voices Morgan Hill has established a solid foundation for student engagement and social-emotional support, with clear progress toward full implementation. Continued refinement of partially implemented actions will further strengthen the school's ability to foster strong relationships, increase student connectedness, and support positive outcomes for all students.

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.

We had several actions that resulted in a material difference between budgeted and estimated actuals. The actions include a decrease in spending for positive school culture due to partnering more with the community and receiving free resources.
The actions that received more than estimated include attendance support due to include a portion of our business manager given the work they support with improving attendance.

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

The actions implemented under Goal 2 have been mostly effective in fostering a safe, inclusive, and engaging school environment that supports students' social-emotional well-being and strengthens school connectedness.. The school demonstrated small but encouraging improvements in both suspension rates and chronic absenteeism, while continuing to strengthen systems focused on social-emotional well-being, restorative practices, attendance supports, and student engagement opportunities. Overall, the data suggest that the school's investments in relationship-centered systems, enrichment opportunities, counseling supports, and positive behavior interventions are contributing to improved student engagement outcomes, while also identifying chronic absenteeism as an ongoing area of focus for continued improvement.

Chronic absenteeism data showed a modest improvement overall, with the All Student rate declining 1.1 percentage points to 25.8%, maintaining an Orange performance level. English Learners demonstrated stronger improvement, declining 3 percentage points and earning

a Yellow performance level, while Students with Disabilities declined 3.7 percentage points and remained Orange. At the same time, Long-Term English Learners increased 3.9 percentage points to 40% chronically absent and received a Red performance level, and Socioeconomically Disadvantaged students also received a Red performance level at 27.8% chronically absent. These outcomes indicate that while the school's attendance interventions and engagement supports are having a positive impact for many student groups, additional targeted efforts are needed to improve consistent student attendance for students experiencing the highest levels of chronic absenteeism. These results reflect the implementation of Actions 2.5, 2.6, 2.7, 2.9, and 2.10 through tiered attendance interventions, restorative practices, counseling supports, Panorama intervention tracking, student incentives, enrichment programming, family outreach, and student engagement activities designed to strengthen students' sense of belonging and connection to school.

Suspension data also demonstrated improvement, with the All Student suspension rate declining 1.1 percentage points to 3.3% and earning a Yellow performance level. Hispanic students declined 1.1 percentage points and remained Yellow, Socioeconomically Disadvantaged students declined 0.6 percentage points and remained Yellow, and Long-Term English Learners declined 2.4 percentage points while remaining Orange. Students with Disabilities also improved slightly, declining 0.7 percentage points. These results indicate that Positive Behavioral Intervention and Supports (PBIS), restorative justice practices, counseling services, behavior intervention systems, and student engagement activities are helping strengthen school culture and reduce exclusionary discipline outcomes. The school also maintained a 0% expulsion rate and 0% middle school dropout rate, reflecting the school's continued focus on maintaining a safe, inclusive, and supportive learning environment for students.
Additionally, Average Daily Attendance improved slightly from 92.54% in the prior year to 92.69% during the current year, demonstrating stable student attendance and continued family engagement efforts. The school recognizes that increasing daily attendance and reducing chronic absenteeism remain key priorities moving forward, particularly for Long-Term English Learners and Socioeconomically Disadvantaged students.

Actions 2.1 through 2.4 also contributed positively to student engagement and school connectedness outcomes. The school maintained all facilities in "Exemplary" repair status based on the 2024–25 FIT inspection process, reflecting the effectiveness of ongoing investments in safe, clean, and welcoming learning environments. Additionally, 100% of students were enrolled in enrichment courses during the 2025–26 school year, demonstrating the school's continued commitment to providing students with engaging, hands-on learning experiences through field trips, arts, advisory programming, physical education, and enrichment opportunities that support relationship building and student belonging. Panorama survey data further reflected strong student perceptions of supportive relationships, with 83% of students in grades 3–5 and 84% of students in grades 6–8 reporting positive experiences related to supportive relationships with adults and peers at school. These outcomes suggest that the school's emphasis on enrichment opportunities, school climate systems, and relationship-centered practices is contributing to a positive and inclusive student experience.

As a result of reflection on attendance data and educational partner feedback, the school will continue refining attendance systems and outreach efforts during the 2026–27 school year. Updated attendance actions will include working hand-in-hand with local non-profits, faith-based organizations, and community leaders connected to diverse communities to strengthen community outreach and family engagement efforts. The school will also standardize systems for student enrollment, registration, and cumulative file maintenance, including implementation of revised student no-show procedures designed to strengthen early intervention and improve student re-engagement systems. These refinements are intended to improve attendance consistency, strengthen school-family partnerships, and reduce chronic absenteeism across student groups.

Overall, Goal 2 actions have been effective in supporting positive school climate outcomes, reducing suspension rates, maintaining strong student retention outcomes, and improving attendance for several student groups. At the same time, the data highlight the continued need for focused attendance interventions and stronger re-engagement systems to address persistent chronic absenteeism among Long-Term English Learners and Socioeconomically Disadvantaged students.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several revisions have been made to Goal 2 actions for the 2026–27 school year in order to strengthen student engagement systems, improve school connectedness, and better support students' social-emotional well-being and attendance outcomes across Voices schools.

Action 2.3, School Supplies, was revised to strengthen equitable access to instructional materials, classroom resources, and technology tools that support high-quality instruction and student engagement across all grade levels. The updated action includes modernization of classroom resources and instructional supports for TK–8 classrooms while ensuring materials and learning tools are aligned to the school's dual language instructional model. The revised action also includes expanded staff training and implementation support related to instructional platforms and supplemental learning tools in order to strengthen differentiated learning opportunities, instructional efficiency, and student access to standards-aligned instruction.

Action 2.6, Attendance Supports, was updated in response to continued reflection on chronic absenteeism data across several student groups. The revised action places increased emphasis on proactive family engagement, community outreach, and coordinated attendance intervention systems. New strategies include working collaboratively with local non-profits, faith-based organizations, and community leaders connected to diverse communities in order to strengthen family outreach and student engagement efforts. The action also includes standardizing systems for student enrollment, registration, cumulative file maintenance, and student no-show procedures to improve consistency, early intervention, and student re-engagement processes across schools.

To create greater coherence across student engagement and school culture systems, former Action 2.5, Positive School Climate and Culture, and Action 2.7, Enrichment Activities, were consolidated into a single revised action titled Positive School Culture and Enrichment Activities. This updated action reflects a more integrated approach to student enrichment, social-emotional learning, restorative practices, character development, and school culture. The revised action expands opportunities for enrichment, tutoring, afterschool programming, and summer learning while continuing to deepen implementation of the school's culture and character development framework.

Building on the character development work implemented over the past three years, the school will continue refining a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. The updated action also strengthens partnerships with afterschool providers to expand high-quality enrichment opportunities and redesign summer programming to provide more meaningful academic, enrichment, and character-building experiences for students.

Additionally, the revised action includes expanded professional development, coaching, and collaborative learning opportunities for staff focused on implementation of the character framework, restorative responses to student behavior, character-based discipline practices, and strategies to directly support student character development across all learning environments. Professional learning will also include stronger systems for behavior documentation and data collection to improve MTSS supports, intervention planning, and coordinated student support systems.

Collectively, these revisions reflect Voices' continued commitment to strengthening school culture, improving attendance systems, deepening student engagement opportunities, and creating safe, inclusive, and relationship-centered learning environments that support the academic and social-emotional success of all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$42,500.00	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.		No
2.3	School Supplies	Provide students with equitable access to school supplies, instructional materials, classroom resources, and technology tools that support high-quality instruction, student engagement, and inclusive learning environments across all grade levels. The school will modernize classroom resources and instructional supports for TK–8 classrooms while ensuring materials, supplies, and instructional tools are aligned to and support coherence within the dual language instructional program. Teachers and staff will receive clear guidance, training, and ongoing support related to implementation of instructional platforms and supplemental learning tools, including systems such as Yeti, IXL, and AI literacy resources, to strengthen instructional efficiency, differentiated learning opportunities, and student access to standards-aligned instruction.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$140,652.40	No
2.5	Positive School Culture and Enrichment Activities	Provide engaging enrichment, tutoring, afterschool, and summer learning opportunities that extend student learning beyond the core instructional day while deepening implementation of the school's culture and character development framework. Building on the character work developed over the past three years, the school will continue refining its culture and character strategy to ensure social-emotional learning, restorative practices, student leadership, and character development are embedded throughout the student experience and aligned to the school's instructional and behavioral systems. This work will include strengthening partnerships with afterschool providers to expand high-quality enrichment opportunities and redesigning summer programming to provide meaningful academic, enrichment, and character-building experiences for students. The school will continue developing a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. Staff will participate in ongoing professional development, coaching, and collaborative learning focused on implementation of the character framework, character-based discipline practices, restorative responses to student behavior, and strategies to directly support student character development across all learning environments. Professional learning will also focus on creating clear systems for behavior documentation and data collection to inform MTSS supports and intervention planning.	$123,343.80	Yes
2.6	Attendance Support	Working hand-in-hand with local non-profits, faith-based organizations, and community leaders who are connected to diverse communities to engage in strategic planning for community outreach, Standardize systems for	$43,705.20	No

Action #	Title	Description	Total Funds	Contributing
		student enrollment, registration, and mandated cumulative file maintenance. This includes the revision of policies and implementation practices, such as a student no show procedure.		
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.	$10,000.00	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. In the absence of a Dean of Culture role, the principal will take on these responsibilities.		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	$114,526.10	Yes

Action #	Title	Description	Total Funds	Contributing
		health and social emotional well- being to better support students who have experienced trauma.		

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

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 Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased
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	6 Meetings Data Year: 2025-26 Data Source: Local Data	4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	+2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 – 64% School Climate – 66% Data Year: 2025-26 Data Source: Local Data - Panorama	School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data - Panorama	Safety: -14% Climate: -11%
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 52% Teachers and Staff Respectful Relationships --% Teachers and Staff Positive Working Environment --% Teachers and Staff Data Year: 2025-26 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	School Climate: Teachers -33%
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 Data Year: 2025-26 Data Source: Local Data	6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	+3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	3 Project Presentation sessions Data Year: 2025-26 Data Source: Local Data	2 per year Data Year: 2026-27 Data Source: Local Data	-3

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 3 actions at Voices Morgan Hill reflects strong and consistent execution of systems designed to foster meaningful family and community engagement, with all actions fully implemented as planned.

Key actions were fully implemented and contributed to building a collaborative, inclusive, and connected school community. The school successfully hosted a variety of family engagement events and advisory opportunities (Action 3.1), including Back to School Night, Parent-Teacher Conferences, and community-building events that celebrated student learning and strengthened relationships between families and the school. Advisory structures such as the Parent Advisory Committee and English Learner Advisory Committee (ELAC) were maintained and supported, ensuring opportunities for parent voice, shared leadership, and participation in decision-making processes.

The Parent Academy (Action 3.2) was fully implemented, providing families with access to meaningful learning opportunities that support student success, including topics related to academics, attendance, and social-emotional well-being. These efforts strengthened the partnership between home and school, equipping families with tools to actively support their children’s learning and development.

Additionally, consistent and accessible communication systems (Action 3.3) were effectively implemented through platforms such as ParentSquare, newsletters, and other outreach tools. Communication was provided in multiple languages, ensuring inclusivity and transparency, and keeping families informed and engaged in school activities, expectations, and student progress.

Across all actions, the school experienced key successes in increasing family participation, strengthening communication, and building trust and collaboration with the community. These systems have supported a strong sense of partnership between families and staff, contributing to a positive and inclusive school environment.

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.

For other actions with smaller budgeted expenditure amounts that didn't have actual allocations for 25- 26 was due to reallocation of expenditures toward other priority areas.

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

The actions implemented under Goal 3 at Voices Morgan Hill have been partially effective in strengthening parent engagement, school-home communication, and opportunities for families and community members to participate as active partners in the school community. Throughout the year, the school continued expanding family engagement opportunities, advisory participation, and parent education programming while maintaining systems designed to strengthen communication and collaboration between families, staff, and the school. The data reflects several positive increases in parent participation and engagement opportunities, while also highlighting areas related to school climate and staff perceptions that will require additional focus moving into the 2026–27 school year.

Action 3.1, Parent and Community Engagement and Advisory, demonstrated growth in family participation and advisory engagement opportunities during the year. The school moved from Initial Implementation to Full Implementation related to promoting parental participation for unduplicated students and students with disabilities. In addition, English Learner Advisory Committee (ELAC) meetings increased significantly from two meetings during the 2024–25 school year to six meetings during the 2025–26 school year, reflecting expanded opportunities for parent voice, engagement, and shared leadership within the school community.

Parent survey data reflected some challenges related to family perceptions of school climate and safety during the year. School Safety survey results declined from 78% favorable in 2024–25 to 64% favorable in 2025–26, while School Climate survey results declined from 77% favorable to 66% favorable. These outcomes suggest that while engagement systems and opportunities for participation expanded, additional focus is needed to strengthen family confidence, communication systems, and overall perceptions related to school climate and safety moving forward.

Action 3.2, Parent Academy, demonstrated strong growth in family learning and engagement opportunities during the year. Parent education workshops increased from one meeting during the 2024–25 school year to six workshops during the 2025–26 school year, reflecting the school’s continued investment in providing families with opportunities to learn about student achievement, attendance, social-emotional well-being, and strategies to support learning at home. In addition, Project and Portfolio Presentation opportunities increased from one annual meeting to three presentation sessions, creating more opportunities for families to engage in student learning and celebrate student growth and achievement.

Action 3.3, Parent Communication, continued supporting communication between the school and families through ParentSquare, newsletters, the school website, and social media platforms in both English and Spanish. These communication systems supported ongoing outreach related to school events, attendance expectations, student supports, enrollment, and family engagement opportunities while helping strengthen communication between home and school.

Teacher and staff Panorama survey data reflected mixed outcomes related to school climate and working conditions. School Climate survey results declined from 85% favorable to 52% favorable among staff respondents and from 85% favorable to 61% favorable among teachers. Positive Working Environment survey results also declined from 58% favorable to 33% favorable among staff respondents and from 86% favorable to 55% favorable among teachers. At the same time, Respectful Relationships survey results remained relatively strong, with teacher responses at 91% favorable, indicating that positive interpersonal relationships and collaboration continue to be strengths within the school community despite broader concerns related to organizational climate and work environment. These outcomes suggest that additional attention is needed to strengthen staff support systems, communication structures, organizational coherence, and overall workplace conditions moving forward.

Overall, Goal 3 actions have been effective in increasing opportunities for parent engagement, advisory participation, and family education while maintaining consistent school-home communication systems. The school will continue refining engagement strategies, strengthening school climate systems, and improving communication and staff support structures in order to deepen authentic partnerships between families, staff, and the broader school community.

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

Based on educational partner engagement, review of implementation data, and reflection on prior practice, Voices will largely maintain the existing Goal 3 goals, metrics, and target outcomes for the 2026–27 school year while refining engagement structures to strengthen family partnership, community outreach, and shared leadership opportunities across schools.

As part of these refinements, previous Action 3.1, Parent and Community Engagement and Advisory, and Action 3.2, Parent Academy, will be consolidated into a single revised action titled Parent and Community Partnership. This updated action reflects a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration in support of student achievement, attendance, connectedness, and overall well-being.

The revised action places increased emphasis on strengthening authentic partnerships between schools, families, and community organizations through collaboration with local non-profits, faith-based organizations, community leaders, and diverse community partners. Voices will also expand online and social media outreach strategies, including Facebook and Instagram communication campaigns, to strengthen family engagement, enrollment outreach, and community awareness.

Additionally, the revised action strengthens family leadership and governance opportunities through continued implementation of compliant English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures, along with expanded family feedback opportunities, leadership development, and participation in school planning and decision-making processes. Annual school climate surveys and ongoing family feedback opportunities will continue informing continuous improvement efforts and strengthening authentic family and community partnerships across Voices schools.

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
3.2	Parent and Community Partnership	Provide robust parent and community engagement opportunities that strengthen partnerships between school, home, and the broader community to support student achievement, attendance, connectedness, and overall well-being. Voices will strengthen student recruitment and community outreach efforts by working collaboratively with local non-profits, faith-based organizations, community leaders, and diverse community partners to increase community awareness, build authentic relationships with families, and engage prospective families in the school community. The school will utilize online and social media outreach strategies, including regular Facebook and Instagram campaigns, to increase family communication, engagement, enrollment outreach, and community awareness. The school will ensure compliant and functioning English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures and codify guides, training materials, and engagement practices to increase family participation in school governance, local advocacy, leadership opportunities, and shared decision-making processes at each school site. Voices will prioritize authentic family engagement by creating meaningful opportunities for families to provide feedback, participate in strategic planning discussions, and contribute to schoolwide decision-making processes that impact student achievement, school culture, and community engagement efforts. Annual school climate surveys and ongoing family feedback opportunities will continue to be used to inform continuous improvement efforts and strengthen authentic family and community partnerships.	$170,000.00	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.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$706,020	$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
16.007%	0.000%	$0.00	16.007%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Professional Learning and Coaching Systems **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments.	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	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	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.	
1.7	**Action:** Intervention and Supplemental Materials **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments. **Scope:** Schoolwide	This action is principally directed toward unduplicated pupils by strengthening the systems used to identify, monitor, and support students who are most at risk of academic, behavioral, and social-emotional challenges, including English Learners, foster youth, and socioeconomically disadvantaged students. Through targeted interventions, SST processes, counseling supports, progress monitoring, and the use of Panorama as a centralized platform, the school can more effectively provide timely and coordinated supports to address barriers to student success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and benefit from strong Tier 1 instruction, consistent intervention systems, and	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		coordinated MTSS practices that improve outcomes for all students while addressing the greatest needs of unduplicated student groups.	
2.1	**Action:** Field Trips **Need:** Local data, attendance data, and educational partner feedback indicate a need to increase student engagement, school connectedness, and attendance while providing students with meaningful opportunities to apply classroom learning in real-world contexts. Students benefit from hands-on, experiential learning opportunities that strengthen academic understanding, increase motivation, and foster a stronger connection to school. **Scope:** Schoolwide	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
2.5	**Action:** Positive School Culture and Enrichment Activities **Need:**	This action is principally directed toward unduplicated pupils by providing additional enrichment opportunities, social-emotional learning supports, restorative practices, character development experiences, and targeted behavioral	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** LEA-wide	interventions designed to increase student engagement, school connectedness, attendance, and positive behavioral outcomes. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from expanded opportunities to build strong relationships with peers and staff, develop leadership skills, and access supportive learning environments that foster belonging and academic success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, inclusive school culture, strong character development framework, and coordinated behavioral support systems benefit all students while providing the greatest benefit to students with the greatest needs.	2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness
2.9	**Action:** Dean of Culture **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of	This action is principally directed toward unduplicated pupils by providing leadership and coordination of social-emotional learning supports, student engagement initiatives, family outreach, and school culture programs that help address barriers to attendance, engagement, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from additional relationship-building, behavioral supports, enrichment opportunities, and family engagement efforts that increase their sense of belonging and connection to school. The Dean of Culture supports these efforts by	2.2: Attendance 2.3: Chronic Absenteeism 2.5: Suspension Rates 2.8: Student Surveys on the sense of safety and school connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** Schoolwide	overseeing school culture initiatives, staff training, enrichment programming, and parent education opportunities. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, safe, and engaging school culture benefits all students while providing the greatest benefit to those students with the greatest needs.	
2.10	**Action:** School Counselor **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success.	This action is principally directed toward unduplicated pupils by providing counseling services, social-emotional supports, behavioral interventions, family resources, and trauma-informed practices that address barriers to student engagement, attendance, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students are more likely to experience challenges that impact their social-emotional well-being and benefit from access to counseling, mental health resources, restorative practices, and coordinated behavioral supports. The School Counselor provides individualized and small-group counseling, family support, social skills development, staff training, and schoolwide positive behavior systems that strengthen student well-being and school connectedness. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because comprehensive social-emotional and mental health supports benefit all	2.2: Attendance 2.3: Chronic Absenteeism 2.5: Suspension Rates 2.8: Student Surveys on the sense of safety and school connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	students while providing the greatest benefit to students with the greatest needs.	
3.2	**Action:** Parent and Community Partnership **Need:** Additional support is needed to increase family participation in school events, governance structures, decision-making processes, and community outreach efforts in order to strengthen student achievement, attendance, school connectedness, and overall student well-being. **Scope:** Schoolwide	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	**Action:** Support for English Learners **Need:** English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	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.

Morgan Hill will not be receiving any additional concentration grant funds.

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	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,410,622	706,020	16.007%	0.000%	16.007%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,323,369.81	$1,086,441.90	$0.00	$11,936.00	$5,421,747.71	$4,045,961.71	$1,375,786.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Appropriately Staff School	All	No			All Schools	Ongoing	$1,586,924.76	$0.00	$1,586,924.76				$1,586,924.76	
1	1.2	Implementation of Core Curriculum	All	No			All Schools	Ongoing	$0.00	$76,246.00	$76,246.00				$76,246.00	
1	1.3	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$280,045.55	$0.00	$280,045.55				$280,045.55	
1	1.4	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$727,493.70	$0.00		$727,493.70			$727,493.70	
1	1.5	Professional Learning and Coaching Systems	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$573,322.00	$48,120.00	$609,506.00			$11,936.00	$621,442.00	
1	1.6	Technology Infrastructure and Support	All	No			All Schools	Ongoing	$0.00	$92,374.00	$92,374.00				$92,374.00	
1	1.7	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,798.00	$8,798.00				$8,798.00	
1	1.11	After School Program and Summer School	All	No			All Schools	Ongoing	$358,948.20	$0.00		$358,948.20			$358,948.20	
1	1.12	Network Support Infrastructure	All	No			All Schools	Ongoing	$0.00	$979,748.00	$979,748.00				$979,748.00	
2	2.1	Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$42,500.00	$42,500.00				$42,500.00	
2	2.2	Student Health	All	No			All Schools	Ongoing								

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
2	2.3	School Supplies	All	No			All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.4	Safe, Clean Facilities	All	No			All Schools	Ongoing	$85,652.40	$55,000.00	$140,652.40				$140,652.40	
2	2.5	Positive School Culture and Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$113,343.80	$10,000.00	$123,343.80				$123,343.80	
2	2.6	Attendance Support	All	No			All Schools	Ongoing	$43,705.20	$0.00	$43,705.20				$43,705.20	
2	2.8	Middle School Culture	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.9	Dean of Culture	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing								
2	2.10	School Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$114,526.10	$0.00	$114,526.10				$114,526.10	
3	3.2	Parent and Community Partnership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$162,000.00	$8,000.00	$170,000.00				$170,000.00	
3	3.3	Parent Communication	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,410,622	706,020	16.007%	0.000%	16.007%	$1,348,719.45	0.000%	30.579 %	**Total:**	$1,348,719.45
								LEA-wide Total:	$123,343.80
								Limited Total:	$280,045.55
								Schoolwide Total:	$945,330.10

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	**1.3**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$280,045.55	
1	**1.5**	Professional Learning and Coaching Systems	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$609,506.00	
1	**1.7**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,798.00	
2	**2.1**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$42,500.00	
2	**2.5**	Positive School Culture and Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,343.80	
2	**2.9**	Dean of Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.10**	School Counselor	Yes	Schoolwide	English Learners Foster Youth	All Schools	$114,526.10	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.2**	Parent and Community Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$170,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,293,969.00	$5,356,238.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Appropriately Staff School	No	$1,370,393.00	$ 1,472,778
1	**1.2**	Implementation of Core Curriculum	No	$101,814.00	$ 143,214
1	**1.3**	Support for English Learners	Yes	$97,915	$ 490,926
1	**1.4**	Support for Students with Disabilities	No	$549,335	$ 726,391
1	**1.5**	Professional Development	Yes	$91,604.00	$ 8,272
1	**1.6**	Technology Infrastructure and Support	No	$98,052.00	$ 91,945
1	**1.7**	Intervention and Supplemental Materials	Yes	$49,367.00	$ 7,302
1	**1.8**	Instructional Coach and Principal	No	$290,970.00	$ 236,334
1	**1.9**	Associate Teachers	Yes	$542,079.00	$ 386,924
1	**1.10**	Student Services Manager	Yes	$121,766.00	$ 116,400
1	**1.11**	After School Program and Summer School	Yes	$651,941	$ 385,301

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	1.12	Network Support Infrastructure	No	$809,796.00	$ 794,657
2	2.1	Field Trips	Yes	$28,000	$ 28,280
2	2.2	Student Health	No	$3,151	
2	2.3	School Supplies	Yes	$57,138	$ 28,000
2	2.4	Safe, Clean Facilities	No	$143,928	$ 100,858
2	2.5	Positive School Climate and Culture	Yes	$11,866	
2	2.6	Attendance Support	No	$4,040	$ 42,432
2	2.7	Enrichment Activities and Advisory Curriculum	No	$34,340	$ 67,994
2	2.8	Middle School Culture	No	$12,876	
2	2.9	Dean of Culture	Yes	$107,762	$ 109,200
2	2.10	School Counselor	Yes	$102,019	$ 111,190
3	3.1	Parent and Community Engagement and Advisory	No	$3,030.00	$ 7,840
3	3.2	Parent Academy	Yes	$5,030.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Parent Communication	No	$5,757.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
653,675	$1,825,419.00	$1,671,795.00	$153,624.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Support for English Learners	Yes	$97,915	$ 490,926		
1	1.5	Professional Development	Yes	$91,604	$ 8,272		
1	1.7	Intervention and Supplemental Materials	Yes	$49,367	$ 7,302		
1	1.9	Associate Teachers	Yes	$542,079	$ 386,924		
1	1.10	Student Services Manager	Yes	$121,766.00	$ 116,400		
1	1.11	After School Program and Summer School	Yes	$651,941	$ 385,301		
2	2.1	Field Trips	Yes		$ 28,280		
2	2.3	School Supplies	Yes	$3,151	$ 28,000		
2	2.5	Positive School Climate and Culture	Yes	$143,928			
2	2.9	Dean of Culture	Yes	$12,876	$ 109,200		
2	2.10	School Counselor	Yes	$107,762	$ 111,190		
3	3.2	Parent Academy	Yes	$3,030			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,109,763	653,675	0%	15.905%	$1,671,795.00	0.000%	40.679%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Coversheet

Mount Pleasant (MP) Review of Local Indicators and 2026-27 LCAP Approval

Section: III. 2026-27 Local Indicators Review and LCAP Approval
Item: C. Mount Pleasant (MP) Review of Local Indicators and 2026-27 LCAP Approval
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Voices_College-Bound_Language_Academy_at_Mt._Pleasant_20260617.pdf

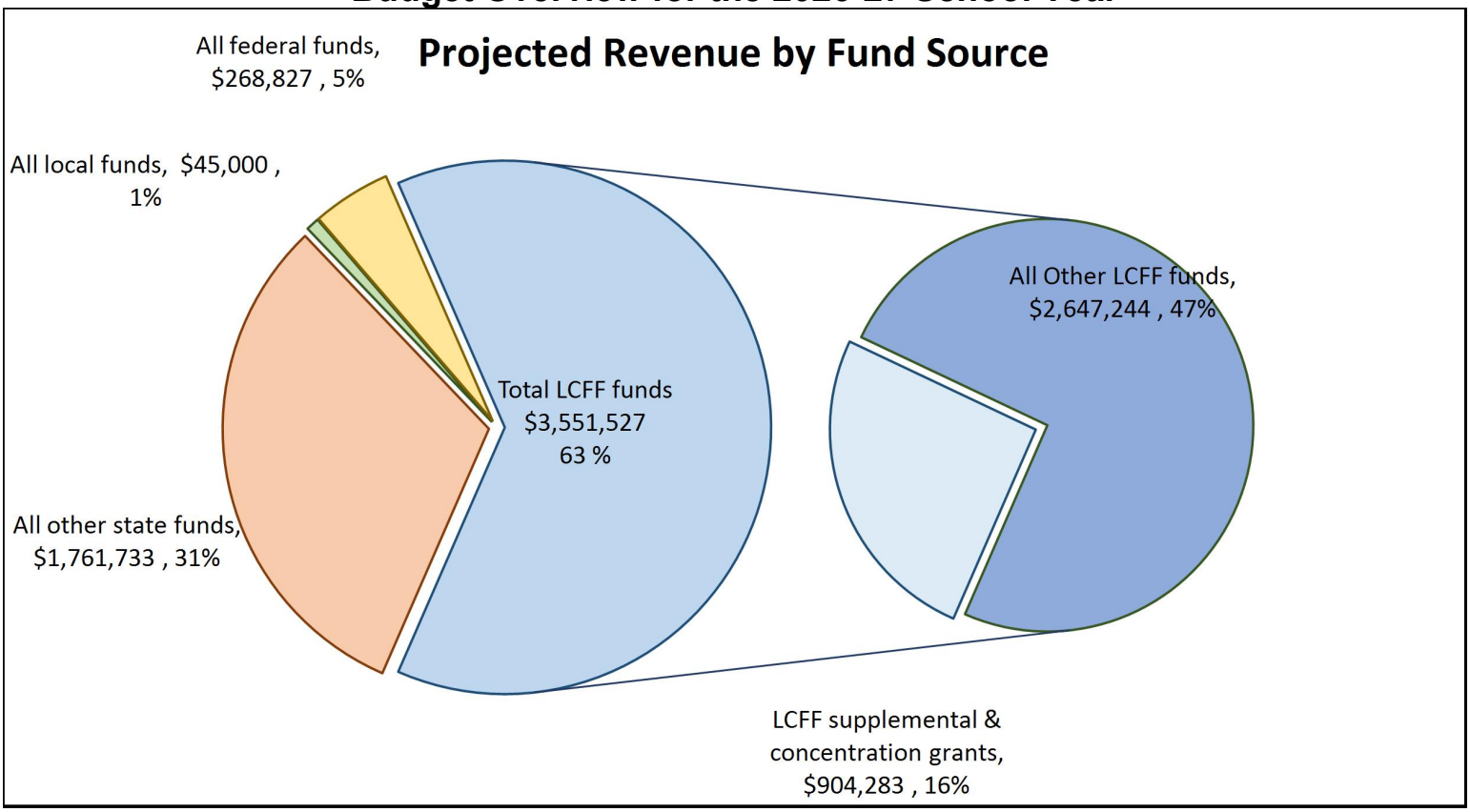
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Mount Pleasant
CDS Code: 43 10439 0132530
School Year: 2026-27
LEA contact information:
Mari DeGutierrez
Principal

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).

Budget Overview for the 2026-27 School Year

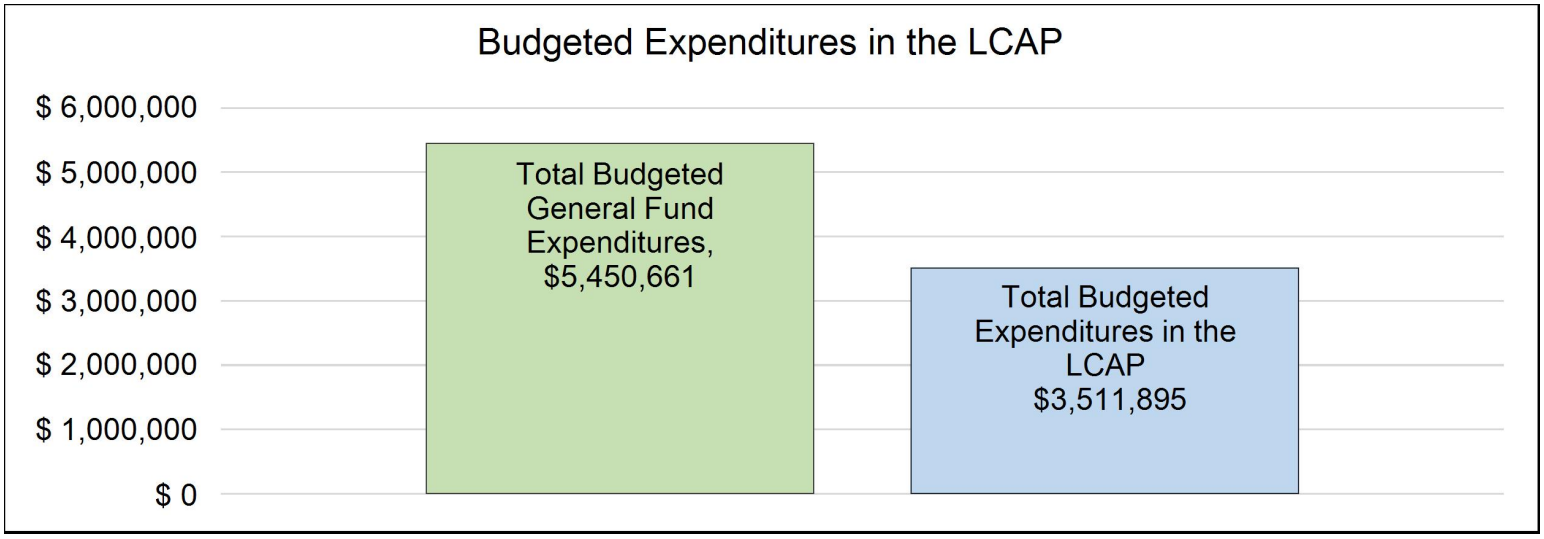


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Mount Pleasant expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Mount Pleasant is $5,627,087, of which $3,551,527 is Local Control Funding Formula (LCFF), $1,761,733 is other state funds, $45,000 is local funds, and $268,827 is federal funds. Of the $3,551,527 in LCFF Funds, $904,283 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Mount Pleasant plans to spend $5,450,661 for the 2026-27 school year. Of that amount, $3,511,895.10 is tied to actions/services in the LCAP and $1,938,765.9 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

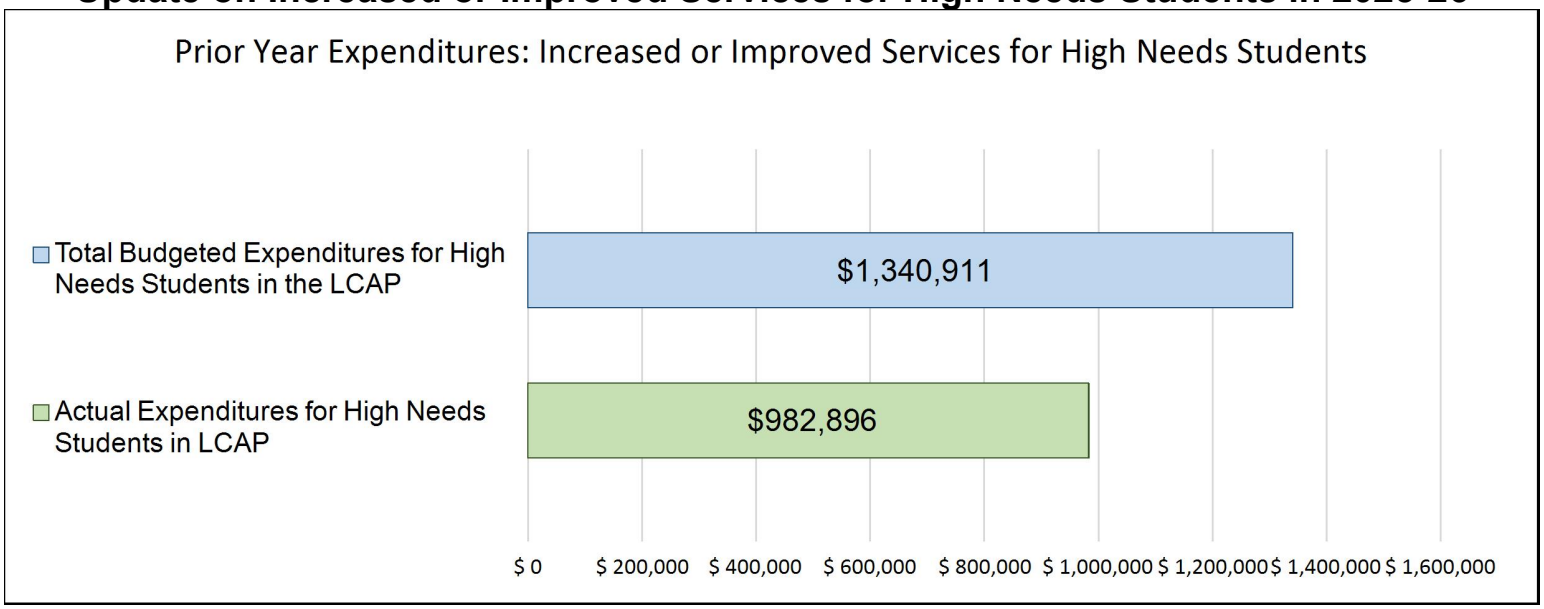
Funds not included in the LCAP include funds toward School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs

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

In 2026-27, Voices College-Bound Language Academy at Mount Pleasant is projecting it will receive $904,283 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 $920,659.22 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Voices College-Bound Language Academy at Mount Pleasant's LCAP budgeted $1,340,911.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Mount Pleasant actually spent $982,896.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $358,015 had the following impact on Voices College-Bound Language Academy at Mount Pleasant’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 25-26 was a 26% difference from total budgeted expenditures. The 26% difference resulted from staffing vacancies, lower enrollment, and unspent funds in planned interventions. However, this did not have an impact on services planned for our high needs students.

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 [2026-27]

General Information

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

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 2025 reports that in 2024-2025, Voices served 235 students with diverse needs and backgrounds: 84.7% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 63% of students were English Learners (“ELs”); 8.9% of students with disabilities (“SWD”); 1.3% Foster Youth (“FY”); and, 10.2% Homeless Youth. As of the 2024-25 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (97.9%), and African American/Black (1.3%). 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. 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.

As we reflect on the progress made during the 2025 school year, we are proud of the meaningful growth our students and staff have achieved at Voices College-Bound Language Academy at Mt. Pleasant. The California School Dashboard highlights significant gains in both English Language Arts and Mathematics, alongside exceptional progress for our English Learners resulting in the exit of Additional Targeted Support and Improvement (ATSI). These results reflect the strength of our instructional program and the deep commitment of our community to accelerating student learning. At the same time, the data provides clear direction for where we will continue to focus our efforts to ensure every student thrives academically and feels connected and supported at school.

Significant Growth in English Language Arts: Our ELA performance showed strong improvement, with All Students increasing 27.0 points to 78.6 points below standard, earning an Orange performance level. This growth was reflected across student groups, including English Learners (95.1 points below standard, increased 34.9 points, Orange), Hispanic students (78.6 points below standard, increased 27.9 points, Orange), and Socioeconomically Disadvantaged students (77.7 points below standard, increased 30.4 points, Orange). These impressive gains demonstrate meaningful acceleration in literacy development across our school.
Strong Gains in Mathematics Across Student Groups: Mathematics performance also improved significantly, with All Students increasing 24.8 points to 97.0 points below standard, earning an Orange performance level. Student groups demonstrated consistent growth, including English Learners (111.2 points below standard, increased 24.6 points, Orange), Hispanic students (97.0 points below standard, increased

24.4 points, Orange), and Socioeconomically Disadvantaged students (93.3 points below standard, increased 26.0 points, Yellow). These results reflect the impact of focused instructional strategies and increased alignment in math instruction.
Strong and Accelerating English Learner Progress: Our English Learners made outstanding gains, with 47.9% of students making progress toward English language proficiency, increasing 28.4 percentage points and earning a Green performance level. This significant increase highlights the effectiveness of our targeted language development supports and our commitment to multilingual learners.
Positive Science Performance: While the Science data on the Dashboard is still in its information phase, we value the insight it brings as we analyze our yearly data. In Science, All Students achieved 35.8 points above standard, increasing 4.7 points and earning a Yellow performance level. Student groups, including Hispanic students (35.8 points above standard, increased 4.7 points, Yellow) and Socioeconomically Disadvantaged students (36.3 points above standard, increased 6.2 points, Yellow), demonstrated steady performance above standard.

While we are encouraged by these strong gains, we also recognize important opportunities to continue strengthening outcomes for our students. The Dashboard data provides clear guidance for where we will focus next.

Chronic Absenteeism Remains an Area of Focus: Chronic Absenteeism increased to 44.6% for All Students, rising 3.6 percentage points and resulting in a Red performance level. All of our significant student groups also experienced high rates, including English Learners (42.1%, increased 3.1 points, Red), Hispanic students (44.9%, increased 4.3 points, Red), Long-Term English Learners (46.7%, increased 3.3 points, Red), and Socioeconomically Disadvantaged students (45.8%, increased 4.3 points, Red). This represents a significant opportunity to strengthen attendance systems and deepen engagement with families to support consistent student participation.
Opportunity to Strengthen School Climate and Reduce Suspensions: The Suspension Rate for All Students was 5.5% (Orange), maintaining 0.1%, with several student groups experiencing higher rates, including English Learners (6.9%, increased 3.3 points, Red), Long-Term English Learners (12.9%, increased 2.9 points, Red), and Socioeconomically Disadvantaged students (6.3%, maintained 0.1%, Red). Our Hispanic students were the only student group to perform out of the Red performance level receiving an Orange with 5.6% of students suspended. These patterns highlight the need to continue strengthening proactive behavior supports and equitable discipline practices across the school.
Continued Need to Accelerate Academic Achievement Toward Proficiency: While we are proud of the strong growth in both ELA and Mathematics, overall performance levels remain in the Orange range, indicating that students are still below standard. This includes All Students in ELA (78.6 points below standard, Orange) and Mathematics (97.0 points below standard, Orange), as well as multiple student groups across both content areas. This presents a clear opportunity to build on our current momentum and accelerate progress toward grade-level proficiency.

Learning Recovery and Emergency Block Grant: Voices has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Action 2.
We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
Our needs assessment identified academic achievement as high-priority areas for improvement, particularly for our significant student groups. Data from our school climate surveys and ELA and Math from the CA School Dashboard show disproportionate impacts on these groups, reinforcing the urgency to invest in materials to accelerate academic proficiency. The metrics used to monitor this action will include:

- ELA and Math DFS (by subgroup)

- ELPI
- CAST

This action aligns with the allowable LREBG use under EC Section 32526(c)(2)(B)(ii)

Reflections: Technical Assistance

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

Voices Mt. Pleasant is currently engaged in Differentiated Assistance (DA) in partnership with Placer County Office of Education (PCOE) due to 2025 California School Dashboard performance for English Learners (EL), Long-Term English Learners (LTEL), and Socioeconomically Disadvantaged (SED) students in the areas of Chronic Absenteeism and Suspension Rate. As part of the technical assistance process, the school participated in a series of collaborative meetings with PCOE from December through May focused on systems analysis, root cause identification, continuous improvement planning, and development of targeted strategies to improve student outcomes.

Throughout the process, the school engaged in reflection and systems analysis related to leadership transitions, school culture, attendance systems, instructional practices, compliance systems, and overall organizational coherence. The site team identified that multiple leadership transitions over the past five years created instability within school systems and impacted implementation consistency and student success. Additional focus areas identified through the process included strengthening the academic model, improving operational and compliance systems, and clarifying key metrics and progress monitoring structures.

As part of the root cause analysis process, the school conducted empathy interviews with students and teachers to better understand barriers impacting engagement and attendance. Key themes that emerged included concerns related to frequent substitute teachers, the need for additional student breaks and engagement opportunities, interest in occasional flexibility around uniforms and spirit days, and increased opportunities for student voice and leadership. Staff also reflected on the need to strengthen relationship-building systems through implementation of Character Plus strategies focused on Autonomy, Belonging, Competence, and Deep Connection (ABCD), while continuing to build teacher capacity around classroom management and restorative practices.

The technical assistance process also supported refinement of attendance systems and intervention structures. The school identified operational challenges related to attendance tracking, tardy log accuracy, attendance communication procedures, and student re-engagement systems. In response, the school conducted internal audits, corrected attendance reporting issues, and implemented revised procedures to strengthen data accuracy and intervention consistency. The school also developed a more comprehensive attendance support system that includes Attendance Ambassadors/Cheerleaders at each grade level, attendance rewards and recognition systems, personalized attendance plans, attendance recovery opportunities, parent outreach systems, and monthly chronic absenteeism monitoring processes. Panorama is being utilized to strengthen intervention documentation and progress monitoring, and the school will continue prioritizing implementation of SARB processes and Panorama intervention logging at the start of the upcoming school year.

The school has already seen encouraging signs of improvement through these efforts. During the last week of February, the school reached 98% attendance, with overall attendance for the month reaching 95%. Staff reported positive family response to attendance outreach efforts and increasing student engagement through the Ambassador/Cheerleader initiative. Additionally, the number of chronically absent students

declined from 109 students during the prior year to 67 students this year. The school also reported only a small number of suspensions during the school year, reflecting significant improvement in one of the identified Differentiated Assistance focus areas.

Moving forward, Voices Mt. Pleasant will continue working with PCOE to strengthen implementation fidelity, improve attendance intervention systems, deepen restorative and relationship-centered practices, and refine schoolwide systems focused on student engagement, attendance, and school climate.

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 Improvement ("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.

Voices is not eligible for Comprehensive Support and Improvement ("CSI").

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 Improvement ("CSI").

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
Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.	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	6/4/26-6/24/26: Public comment period or notification to members of the public of the opportunity to submit comments regarding specific

Educational Partner(s)	Process for Engagement
	actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/4/26 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/24/26 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 6/24/26 in accordance with Education Code section 52062(b)(2).

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

Educational partner feedback gathered through surveys, meetings, advisory committees, family engagement opportunities, staff collaboration structures, and the broader network-wide strategic planning process indicated overall support for the LCAP goals, metrics, and actions. Families, staff, students, and community partners consistently identified increasing English Language Arts and Mathematics performance, strengthening English Learner progress, and reducing chronic absenteeism as continued priorities. Feedback also emphasized the importance of maintaining strong school culture systems, consistent instructional practices, coordinated student supports, and meaningful family engagement opportunities.

As a result of this engagement process and reflection on student outcome data, Voices made several strategic revisions to actions across Goals 1, 2, and 3 to better align network-wide systems, resources, and supports with identified student and community needs.

Under Goal 1, Actions 1.1 (Appropriately Staff School), 1.2 (Implementation of Core Curriculum), 1.3 (Support for English Learners), 1.4 (Support for Students with Disabilities), 1.7 (Intervention and Supplemental Materials), and 1.9 (Network Support Infrastructure) were all revised to strengthen implementation consistency, instructional coherence, multilingual learner supports, Special Education systems, intervention coordination, and data-driven instructional practices across schools. In response to educational partner feedback and English Learner Progress Indicator (ELPI) outcomes, the network strengthened supports related to integrated and designated ELD instruction, progress monitoring systems, and professional development for educators serving multilingual learners. Additionally, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a revised Professional Learning and Coaching Systems action to create greater alignment across teacher development, instructional coaching, collaborative planning, and leadership support systems. Action 1.10 (Student Service Manager) was removed and integrated into Action 1.4 to strengthen coordination of Special Education and student support systems.

Under Goal 2, Action 2.3 (School Supplies) was revised to strengthen equitable access to instructional materials, classroom resources, technology tools, and supplemental instructional platforms aligned to the dual-language instructional model. Action 2.6 (Attendance Supports) was also revised in response to chronic absenteeism trends across several student groups and now includes expanded family outreach, community partnerships, standardized attendance procedures, and stronger student re-engagement systems. Additionally, former Action 2.5 (Positive School Climate and Culture) and Action 2.7 (Enrichment Activities) were consolidated into a revised Positive School Culture and Enrichment Activities action to better align enrichment programming, restorative practices, social-emotional learning, character development, and school culture systems.

Under Goal 3, previous Action 3.1 (Parent and Community Engagement and Advisory) and Action 3.2 (Parent Academy) were consolidated into a revised Parent and Community Partnership action. This updated action creates a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration while expanding opportunities for family feedback, advisory participation, strategic planning involvement, and shared decision-making. The revised action also includes expanded collaboration with community organizations, faith-based groups, and local leaders, along with increased use of online communication and social media outreach strategies to strengthen family engagement and community awareness across Voices schools.

Collectively, these revisions reflect the Voices network’s continued commitment to using educational partner feedback, student outcome data, and strategic planning processes to refine systems, strengthen implementation, and improve academic, engagement, and social-emotional outcomes for all students.

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to student achievement data, English Learner outcomes, and educational partner feedback that identified the need to improve academic performance for all students while accelerating achievement for significant student groups, particularly English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Voices remains committed to ensuring students achieve at high levels in English Language Arts, Spanish Language Arts, Mathematics, and Science through its dual-immersion instructional model and a strong focus on standards-based instruction.

The actions within this goal work together to provide students with access to highly qualified staff, high-quality curriculum, targeted support for English Learners and Students with Disabilities, meaningful professional development, technology resources, intervention programs, instructional coaching, supplemental staffing, extended learning opportunities, and coordinated student support services. Together, these actions strengthen Tier 1 instruction while providing targeted academic interventions and enrichment opportunities to meet diverse student needs. Metrics related to academic achievement, English Learner progress, assessment results, reclassification, and implementation of standards-aligned instruction will be used to monitor progress and ensure students are prepared for success in college, career, and life.

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	9.0 FTE 0.0% Clear 11.1% Out-of-Field 0.0% Intern 77.8% Ineffective	4.8 FTE 21.1% Clear 26.3% Out-of-Field 0.0% Intern 52.6% Ineffective	70% Clear 30% Intern Data Year: 2024-25	Clear: +1.1% Out-of-Field: +26.3% Intern: -6.7% Ineffective: -20.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.0% Incomplete 0.0% Unknown Data Year: 2021-22 Data Source: DataQuest	11.1% Incomplete 0.0% Unknown Data Year: 2022-23 Data Source: DataQuest	0% Incomplete 0.0% Unknown Data Year: 2023-24 Data Source: DataQuest	Data Source: DataQuest	Incomplete: 0.0% Unknown: 0.0% FTE: -10.2 FTE
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: 2025-26 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	No difference
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 Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased
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%	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%	2024-25 ELA Distance from Standard Overall: -78.6 (Orange) HISP: -78.6 (Orange) SED: -77.7 (Orange) EL: -95.1 (Orange) LTEL: -134.6 SWD: -118.3	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%	ELA Distance from Standard (DFS) Difference Overall: -3.8 points Hispanic: -3.4 points SED: -1.5 points EL: -4.0 points LTEL: N/A — no baseline listed SWD: N/A — baseline listed as “Too Few”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 7.45% SWD: 15.00% Data Year: Spring 2023 Data Source: CAASPP	HISP: 11.32% SED: 11.32% EL: 3.75% LTEL: 0.0% SWD: 0.0% Data Year: Spring 2024 Data Source: CAASPP	Percent Meets and Exceeds: Overall: 18.62% HISP: 19.15% SED: 20.17% EL: 15.73% LTEL: 0.0% SWD: 10% Data Year: Spring 2025 Data Source: CAASPP	SED: 32.09% EL: 22.45% SWD: 30.00% Data Year: Spring 2026 Data Source: CAASPP	ELA Proficiency (Percent Meets and Exceeds) Difference Overall: +0.81% Hispanic: +1.13% SED: +3.08% EL: +8.28% LTEL: N/A — no baseline listed SWD: -5.00%
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	2024-25 Math Distance from Standard Overall: -97 (Orange) HISP: -97 (Orange) SED: -93.3 (Yellow) EL: -111.2 (Orange) LTEL: -143.4 SWD: -142 Percent Meets or Exceeds: Overall: 15.75% HISP: 16.2% SED: 18.34% EL: 12.22% LTEL: 0.0% SWD: 15%	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	Math Distance from Standard (DFS) Difference Overall: -14.1 points Hispanic: -15.5 points SED: -5.8 points EL: -19.8 points LTEL: N/A — no baseline listed SWD: N/A — baseline listed as “Too Few” Math Proficiency (Percent Meets or Exceeds) Difference Overall: +2.19% Hispanic: +2.57% SED: +7.42% EL: +1.91%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: Spring 2025 Data Source: CAASPP		LTEL: N/A — no baseline listed SWD: -16.58%
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: 2.22% HISP: 2.33% SED: 2.78% EL: 0% SWD: * Data Year: Spring 2025 Data Source: CAASPP	Overall: 19.44% HISP: 19.54% SED: 3.23% EL: 15% SWD: TBD Data Year: Spring 2026 Data Source: CAASPP	Overall: -2.22% Hispanic: -2.21% SED: -0.45% EL: 0.00%
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	Voices discontinued the contract with MAP at the end of the 2024-25 school year. The decision was made to suspend the Spring IXL benchmark to allow students to focus on SBAC preparation and testing.	-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	NA
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	42% Proficient STAR SLA Data Year: 2025-26 Data Source: Local Assessment Data	SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source:	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Local Assessment Data	
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	Voices discontinued the contract with MAP at the end of the 2024-25 school year. The decision was made to suspend the Spring IXL benchmark to allow students to focus on SBAC preparation and testing.	-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	NA
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 Green for 2025 ELPI is 47.9% Data Year: 2024-25 Data Source: Dashboard 2025 (State – 46.4%)	ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	+14%
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	Data release delayed by the CDE Data Year: 2024-25 Data Source: Dataquest	EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 1 actions at Voices Mount Pleasant reflects steady progress toward strengthening instructional systems aligned to the dual-immersion model, with several actions fully implemented and others continuing to develop toward full implementation.

Key actions that were fully implemented (Actions 1.8, 1.11, and 1.12) provided a strong foundation for instructional coherence and student support. The Instructional Coach and Principal coaching model (Action 1.8) was consistently implemented, supporting teachers through data-driven coaching, feedback, and professional learning focused on effective instructional practices. The After School and Summer School programs (Action 1.11) were fully operational, expanding opportunities for both academic intervention and enrichment. Additionally, the Network Support Infrastructure (Action 1.12) ensured alignment across systems, clear communication, and access to resources that supported schoolwide implementation.

Several actions were partially implemented (Actions 1.1–1.5), reflecting continued progress alongside typical implementation challenges such as appropriately staffing needs, building systems, and deepening instructional consistency. Efforts to ensure appropriate staffing (Action 1.1) were ongoing, with a focus on maintaining stability and supporting staff development. Implementation of the core curriculum (Action 1.2) and professional development (Action 1.5) showed progress, with increased alignment and opportunities for teacher learning, though continued focus is needed to ensure consistent fidelity across classrooms. Supports for English Learners (Action 1.3) and Students with Disabilities (Action 1.4) were in place and improving, with ongoing efforts to strengthen instructional strategies, collaboration, and progress monitoring systems.

Actions 1.7 (Intervention and Supplemental Materials), 1.9 (Associate Teachers), and 1.10 (Student Services Manager) remain areas for continued focus to reach full implementation. While these systems are in place, there is an opportunity to further refine how intervention supports are structured and delivered, strengthen the impact of classroom-based support staff, and enhance coordination of services for students with the greatest needs. Continued development in these areas will support more consistent and targeted support for all student groups.

In summary, implementation of Goal 1 actions at Voices Mt. Pleasant has established a solid foundation for improving student achievement, with clear progress toward full implementation. Ongoing refinement of partially implemented actions will further strengthen instructional systems and support continued growth for all students within the dual-immersion program.

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.

Several actions had material differences between budgeted and estimated actuals. The actions that saw an increase from budgeted to estimated actuals were: Implementation of Core Curriculum due to purchase of new science curriculum, Support for English Learners due to allocating a larger portion of our core teachers in support of our multi-language learners.

Actions that saw a decrease in spending were professional development due to receiving a grant to work with external partners to provide professional development, instructional coaches due to lower than expected enrollment and was unable to hire for the instructional coach roles we had hoped for, afterschool programming due to lower enrollment into the afterschool programs, associate teachers due to under enrollment and unable to hire the amount of associate teachers we had planned for, and our student services manager due to the role becoming vacant mid-year and not backfilling the role.

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

The actions implemented under Goal 1 at Voices Mt. Pleasant have demonstrated encouraging progress toward improving student achievement in English Language Arts, Mathematics, Science, and English Learner progress within the school's dual-immersion model. The 2025 California School Dashboard reflects strong academic growth in both English Language Arts and Mathematics, with the school demonstrating significant increases in Distance from Standard while continuing to work toward moving overall performance levels beyond Orange. These improvements indicate that the instructional systems and targeted supports implemented through Goal 1 actions are beginning to positively impact student outcomes.

In English Language Arts, All Students improved 27 points in Distance from Standard, moving from 105.6 points below standard in 2024 to 78.6 points below standard in 2025 while maintaining an Orange performance level. English Learners demonstrated especially strong growth, improving 34.9 points, while Socioeconomically Disadvantaged students improved 30.4 points and Hispanic students improved 27.9 points. Long-Term English Learners also improved 7.9 points, and Students with Disabilities improved 12.9 points. Additionally, ELA Growth data showed that 72.8% of students improved their scores from the prior year. These outcomes reflect the positive impact of Actions 1.2, 1.5, 1.7, 1.8, and 1.9 through implementation of high-quality curriculum, literacy intervention supports, instructional coaching, associate teacher support, and professional development focused on academic vocabulary, scaffolding, differentiated instruction, and biliteracy development within the dual-immersion model.

Mathematics results also demonstrated meaningful improvement. All Students improved 24.8 points in Distance from Standard, improving from 121.8 points below standard in 2024 to 97 points below standard in 2025 while maintaining an Orange performance level. English Learners improved 24.6 points, Hispanic students improved 24.4 points, and Socioeconomically Disadvantaged students improved 26 points and moved into the Yellow performance level. Long-Term English Learners demonstrated particularly notable growth, improving 51.9 points. Mathematics Growth data also showed that 57.3% of students improved their scores from the prior year. While Students with Disabilities declined 14.8 points, the overall trend across most student groups demonstrates encouraging academic movement and reflects the continued strengthening of instructional practices and intervention systems. These results align with the implementation of Actions 1.2, 1.5, 1.7, 1.8, and 1.9, including targeted small-group intervention, coaching cycles, differentiated math instruction, and ongoing professional development focused on conceptual understanding and mathematical discourse.

English Learner Progress Indicator (ELPI) results demonstrated substantial growth and represent one of the school's strongest outcomes. Voices Mt. Pleasant earned a Green performance level, with English Learners increasing 28.4 percentage points in progress toward English language proficiency. Long-Term English Learners also increased 46.4 percentage points. Additionally, the percentage of English Learners progressing at least one ELPI level increased significantly from 18.4% in 2024 to 43.6% in 2025, while the percentage of students maintaining ELPI Level 4 increased from 1.0% to 4.3%. These results reflect the effectiveness of Actions 1.3 and 1.5 through implementation of integrated and designated ELD instruction, use of EL Achieve curriculum, SIOP strategies, and professional development focused on supporting multilingual learners within the dual-immersion setting.

Science performance remained an area of strength for the school, with All Students performing 35.8 points above standard and maintaining a Yellow performance level. English Learners increased 7.1 points above standard, Hispanic students increased 4.7 points above standard, and Socioeconomically Disadvantaged students increased 6.2 points above standard. These results demonstrate that students continue to access rigorous grade-level content and develop scientific reasoning skills within the dual-immersion instructional model. These outcomes reflect the impact of Actions 1.2, 1.5, and 1.7 through inquiry-based instruction, project-based learning, supplemental instructional resources, and ongoing emphasis on academic language development and standards-based instruction.

Additionally, the school successfully maintained 100% access to standards-aligned instructional materials and full implementation of academic standards for all students, including English Learners' access to both CCSS and ELD standards. These outcomes reflect the effectiveness of Actions 1.1, 1.2, and 1.5 through strategic staffing, implementation of high-quality curriculum, ongoing professional development, and instructional coaching designed to support rigorous, standards-based instruction across classrooms.

Overall, Goal 1 actions have been effective in driving positive academic growth across multiple indicators and student groups. While English Language Arts and Mathematics performance levels remain Orange overall, the substantial increases in Distance from Standard demonstrate encouraging movement and suggest that the school's investments in instructional coaching, intervention systems, multilingual learner supports, and curriculum implementation are contributing to improved student outcomes. Moving forward, the school will continue refining instructional practices and targeted supports to accelerate achievement and continue moving student performance toward higher Dashboard performance levels.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several significant revisions have been made to Goal 1 actions for the 2026–27 school year in order to strengthen instructional systems, improve implementation consistency, and accelerate student outcomes across Voices schools.

Several existing actions were revised to better align with network-wide priorities and coordinated support systems. Action 1.1, Appropriately Staff School, was updated to strengthen systems across the employee lifecycle, including recruitment, onboarding, credential monitoring, and staff retention. New strategies include individualized credentialing plans for teachers, expanded onboarding systems, and cross-departmental staffing structures designed to improve stability and instructional continuity across school sites.

Action 1.2, Implementation of Core Curriculum, was significantly expanded to emphasize consistent implementation of Tier 1 instruction, aligned lesson planning protocols, instructional pacing, and data-driven instructional systems across all schools. Updates include additional focus on writing development, language standards across content areas, TK Learning Foundations alignment, common assessment practices, Spanish language assessments, and instructional feedback systems designed to strengthen instructional coherence network-wide.
Action 1.3, Support for English Learners, was revised in response to reflection on English Learner Progress Indicator (ELPI) outcomes across several school sites. The revised action includes a stronger focus on designated and integrated ELD implementation, operationalizing the Voices dual-language instructional model, and deepening educator understanding of effective multilingual learner supports. Additional emphasis has been placed on EL Achieve implementation, SIOP strategies, progress monitoring, reclassification systems, and professional development aligned to the California English Learner Roadmap and dual-identified student supports.
Action 1.4, Support for Students with Disabilities, was expanded to strengthen Special Education systems, onboarding, collaboration structures, intervention supports, and coordinated student services across school sites. The revised action includes development of stronger systems for SST processes, intervention tracking, dyslexia screening, tutoring models, counseling supports, and collaboration between general education teachers, Education Specialists, instructional aides, and student support teams. Additionally, supports previously included under Action 1.10 (Student Service Manager) have been consolidated into Action 1.4 to create a more integrated and coordinated approach to student support services.
The network also revised intervention and instructional support systems through updates to Action 1.7, Intervention and Supplemental Materials. The updated action places increased emphasis on strengthening Tier 1 instruction within the MTSS framework while also improving coordination of Tier II and Tier III interventions. As part of this refinement, Panorama will serve as a centralized platform for intervention planning, student progress monitoring, SST documentation, and data-informed decision-making across school sites.
In addition, Network Support Infrastructure was moved to Action 1.9, and includes language to support more consistent operational and instructional systems across the organization. This action focuses on standardizing network infrastructure, software governance, device management systems, workflow optimization, and implementation of aligned data systems and AI-supported tools designed to reduce administrative burden and strengthen organizational effectiveness.
To create greater coherence across instructional support systems, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a single revised action titled Professional Learning and Coaching Systems. This new action reflects a more integrated approach to professional learning, instructional coaching, collaborative planning, and leadership development. The revised action includes refinement of coaching cycles, strengthened PLC structures, aligned teacher and Associate Teacher development, minimum-day collaboration systems, role-alike leadership cohorts, and coordinated professional learning focused on dual-language implementation, instructional rigor, lesson planning, and data-driven instruction. These changes are intended to improve implementation consistency across classrooms and increase equitable access to high-quality instruction for all students.
Finally, Action 1.10 (Student Service Manager) was removed for the 2026–27 school year as the role has been sunsetted. Related student support responsibilities and systems were integrated into Action 1.4 in order to strengthen alignment and coordination across Special Education and student support structures network-wide.

Collectively, these revisions reflect Voices' continued commitment to refining instructional systems, strengthening multilingual learner supports, improving coordinated intervention structures, and aligning school-site implementation with the organization's updated strategic priorities in order to improve student outcomes across all schools.

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	Develop and implement comprehensive, cross-departmental systems for the entire employee lifecycle, from recruitment (including sign on bonuses for credentialed teachers), staff feedback and satisfaction loops, and competitive benefits to standardized 180-day onboarding and vacancy workflows. Individualized Credentialing Plans: Each teacher meets 1:1 with a credentialing specialist to review credentialing status, identify specific needs, and establish a personalized plan with clear milestones and deadlines.	$879,590.53	No
1.2	Implementation of Core Curriculum	Train and coach teachers on the Tier 1 lesson protocols, backwards planning and adjusting pacing calendars to ensure high-quality lesson planning and delivery. As a network, we will create aligned systems that ensure assessments, grading, and instructional feedback reinforce lesson planning and data protocols and develop data analysis protocols aligned to our assessment framework model, ensuring all school leaders are trained on their use in instruction. School leaders will implement these protocols on their school sites through teacher development avenues such as coaching, professional learning communities, and formal professional development opportunities. Focus areas to include: Social Studies / History curriculum development Writing development and SAS Language standards for content areas TK standards and observational checklists Assessment framework Common assessment retake guidance Progress reports & gradebooks Lesson observations aligned to lesson planning	$75,192.00	No

Action #	Title	Description	Total Funds	Contributing
		Spanish language assessments		
1.3	Support for English Learners	Conduct a deep dive into the designated and integrated ELD with our educators, recentering and operationalizing our Dual Language model in collaboration with our Voices Director of Dual Language Instructional Leadership and external partners. 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. To address English Learners (ELs) identified as Red on the California School Dashboard in English Language Arts, Mathematics, and the English Learner Progress Indicator (ELPI) in both 2023 and 2024, Voices will strengthen and recenter its designated and integrated English Language Development (ELD) program and dual language instructional model to ensure consistent, high-quality implementation across classrooms. The school will focus on providing ongoing professional development, external trainings, conferences, coaching, and collaboration opportunities focused on English Learner language acquisition, dudal langauge development, culturally and linguistically responsive instructional practices, and effective strategies for scaffolding academic content and differentiating instruction for multilingual learners. School leaders, instructional staff, and administrators will participate in ongoing coaching and data analysis cycles focused on monitoring English Learner progress, evaluating implementation fidelity of designated and	$376,967.37	Yes

Action #	Title	Description	Total Funds	Contributing
		integrated ELD instruction, and identifying targeted interventions and supports to improve student outcomes in ELA, Math, and English language proficiency. Professional development and coaching will support teachers in effectively implementing curriculum, utilizing research-based instructional strategies aligned to the CA English Learner Roadmap, and strengthening instructional practices that accelerate academic achievement and language development for English Learners.		
1.4	Support for Students with Disabilities	Strengthen systems, onboarding processes, collaboration structures, and professional development opportunities to support high-quality Special Education services and coordinated student supports across school sites. The network will develop and implement comprehensive onboarding and development plans for Program Specialists, Education Specialists, and Special Education Instructional Aides (SPED IAs) to ensure staff have clear guidance, role clarity, and ongoing support aligned to student needs and compliance requirements. The network will continue strengthening collaboration structures between Education Specialists, General Education teachers, SPED Instructional Aides, counselors, and student support teams to improve alignment of instructional supports, accommodations, interventions, and student progress monitoring practices. Implementation priorities will also include development and refinement of tutoring models, dyslexia screening and intervention systems, intervention tracking tools, Student Success Team (SST) protocols aligned to promotion and retention practices, and counselor playbooks and student support processes designed to strengthen coordinated academic, behavioral, and social-emotional supports for students. This action ensures that SPED protocols and systems will be developed and co-owned across departments/sites' staff, building collective efficacy, increasing clarity of expectations, improving compliance fidelity, and strengthening student outcomes, service to the families, and staff professionalism network-wide.	$511,715.80	No

Action #	Title	Description	Total Funds	Contributing
1.5	Professional Learning and Coaching Systems	Develop and implement consistent professional learning structures that build teacher and staff capacity to effectively implement the instructional model, strengthen instructional coherence, and improve student outcomes across all grade levels. The network will continue refining professional learning systems through coaching cycles, professional learning communities (PLCs), collaborative planning structures, and aligned professional development opportunities focused on high-quality instruction, dual language implementation, lesson planning, instructional non-negotiables, and data-driven instructional practices. The organization has developed a revised staffing structure aligned to student enrollment levels in order to strengthen operational and instructional leadership capacity across school sites. As enrollment increases, school leadership structures will include stacked leadership roles such as Principal, Business Manager, Vice Principal, Dean of Culture, and Family & Community Engagement Coordinator. The network will continue investing in the development of these leaders through role-alike cohort structures designed to strengthen leadership capacity, collaboration, and implementation consistency across schools. Principals and Vice Principals will continue serving as the primary instructional leaders on school sites and will lead instructional coaching, teacher development, data analysis, and professional learning implementation. The network has also refined Associate Teacher (AT) staffing structures to align support more intentionally within TK–3 classrooms based on student enrollment and classroom needs. Weekly minimum day schedules will provide dedicated collaboration time for teachers and Associate Teachers to engage in joint professional learning, lesson planning, instructional calibration, and student data analysis multiple times per month. Professional learning structures will focus on strengthening alignment between teachers and ATs through shared academic professional development, coaching cycles, instructional planning, and implementation of the dual language model and instructional non-negotiables across classrooms. Implementation priorities will include refinement of coaching cycle models, development of PLC structures during minimum days, alignment of teacher and AT academic professional development, targeted AT professional	$303,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning opportunities, and ongoing collaboration focused on lesson planning, pacing, instructional rigor, and analysis of student learning data. These systems are designed to create consistent instructional practices across classrooms while increasing staff collaboration, instructional effectiveness, and equitable student access to high-quality learning experiences.		
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.	$57,834.00	No
1.7	Intervention and Supplemental Materials	Develop coordinated systems that identify, monitor, and support students through targeted intervention, Student Success Team (SST) processes, counseling supports, and ongoing progress monitoring practices designed to improve academic, behavioral, and social-emotional outcomes for all students. As part of the continued refinement of the dual language instructional model and standards-first approach, the school will prioritize strengthening Tier 1 instruction within the Multi-Tiered System of Supports (MTSS) framework to ensure all students have access to rigorous, standards-aligned core instruction supported by high-quality instructional practices and differentiated classroom supports. To strengthen coordination and implementation of Tier II and Tier III interventions, the school has adopted Panorama as a centralized platform to support intervention planning, student progress monitoring, and data-informed decision-making. The following student groups were identified as Red on the 2023 California School Dashboard in English Language Arts, including All Students, English Learners (EL), Hispanic students, and Socioeconomically Disadvantaged (SED) students, as well as English Learners and Socioeconomically Disadvantaged students in Math. Additionally, All students and student groups were identified as Red on the 2024 CA School Dashboard. Voices will strengthen Tier I instruction within the Multi-Tiered System of Supports (MTSS) framework to ensure all students	$5,323.00	Yes

Action #	Title	Description	Total Funds	Contributing
		receive rigorous, standards-aligned core instruction with targeted differentiation and scaffolds. The school will utilize Panorama and other data systems to coordinate Tier II and Tier III interventions, implement research-based intervention playbooks, monitor student progress, and identify timely supports specifically designed to accelerate outcomes for student groups demonstrating the greatest academic need. Voices will implement coordinated systems of intervention, progress monitoring, and data analysis using benchmark and formative assessment data to identify students in need of additional academic support in reading and mathematics. The school will also create dedicated Professional Learning Community (PLC) collaboration structures and minimum day opportunities focused on analyzing data for student groups identified as Red on the Dashboard, evaluating implementation fidelity of interventions, and strengthening instructional practices, differentiation, and culturally responsive supports to improve academic outcomes for EL, Hispanic, and SED students.		
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.	$218,765.35	No
1.12	Network Support Infrastructure	Standardize network infrastructure, software governance (SaaS), and data systems across all sites. Includes implementing a unified AI platform, 1:1 device management, and optimizing workflows to reduce administrative burden.	$697,761.00	No

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to school climate, attendance, behavioral, and educational partner data that demonstrate the importance of creating a safe, inclusive, and engaging learning environment where students feel connected, supported, and valued. Voices recognizes that students are more likely to attend school regularly, engage in learning, and achieve academically when their social-emotional needs are met and they have strong relationships with peers, staff, and families.

The actions within this goal work together to promote student well-being, school connectedness, and positive engagement through character development, counseling supports, attendance interventions, enrichment opportunities, restorative practices, student leadership experiences, family engagement, and safe learning environments. Metrics related to attendance, chronic absenteeism, suspension rates, school climate, and student connectedness will be used to monitor progress toward creating a positive school culture that supports the academic, social-emotional, and behavioral success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	All facilities in “Fair” repair Data Year: 2023-24 Data Source: SARC 2023-24	All facilities in “Fair” repair Data Year: 2024-25 Data Source: SARC 2024-25 FIT July 2025	All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FIT September 2024			
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	92.08% Data Year: 2025-26 Data Source: P-2 Report	96% Data Year: 2026-27 Data Source: P-2 Report	+2.93%
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: 44.6% (Red) HISP: 44.9% (Red) EL: 42.1% (Red) LTEL: 46.7% (Red) SED: 45.8% (Red) SWD: 64.3% Data Year: 2024-25 Data Source: Dashboard 2025	All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard 2026	All Students: +2.5% Hispanic: +3.4% EL: +2.1% LTEL: N/A — no baseline listed SED: -2.7% SWD: +7.6%
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	0.42% Data Year 2025-26 Data Source CALPADS 8.1c	0% Data Year 2026-27 Data Source CALPADS 8.1c	+.42%
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: 5.5% (Orange) HISP: 5.6% (Orange) EL: 6.9% (Red) LTEL: 12.9% (Red) SED: 6.3% (Red) SWD: 8.3% Data Year: 2024-25 Data Source:	All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	All Students: +4.9% Hispanic: +5.0% EL: +5.8% LTEL: N/A — no baseline listed SED: +5.4% SWD: +5.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Dashboard 2025		
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: 2024-25 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	No difference
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: 2025-26 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	No difference
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	Supportive Relationships 88% Grades 3-5 82% Grades 6-8 Positive Feelings about School 54% Grades 3-5 43% Grades 6-8 Student/Teacher Relationships 47% Grades 3-5 50% Grades 6-8 Sense of Belonging 46% Grades 3-5 34% Grades 6-8 School Safety --% Grades 3-5 --% Grades 6-8	80% Data Year: 2026-27 Data Source: Local Data	Grades 3–5 Differences Supportive Relationships: +4% Positive Feelings about School: N/A — no baseline provided Student/Teacher Relationships: -6% Sense of Belonging: -6% School Safety: N/A — no 2025 data provided School Climate: N/A — no 2025 data provided

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			37% Grades 6-8 Data Year: 2024-25 Data Source: Local Data-Panorama	School Climate --% Grades 3-5 --% Grades 6-8 Engagement 35% Grades 3-5 27% Grades 6-8 Data Year: 2025-26 Data Source: Local Data-Panorama		Engagement: N/A — no baseline provided Grades 6–8 Differences Supportive Relationships: +1% Positive Feelings about School: N/A — no baseline provided Student/Teacher Relationships: +4% Sense of Belonging: +5% School Safety: N/A — no 2025 data provided School Climate: N/A — no 2025 data provided Engagement: N/A — no baseline provided

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 2 actions at Voices Mt. Pleasant reflects continued development of systems to support student engagement, social-emotional well-being, and a positive school culture, with progress across several areas and ongoing focus needed to reach full implementation.

Key actions that were fully implemented ensured that students had consistent access to essential materials needed to fully participate in the learning environment. The provision of school supplies (Action 2.3) supported equity and inclusivity, helping remove barriers to engagement and ensuring students were prepared for daily learning.

Several actions were partially implemented, reflecting meaningful progress alongside continued system-building. Efforts to provide field trips (Action 2.1) and support student health (Action 2.2) contributed to student engagement and well-being, though continued expansion and consistency will strengthen impact. Implementation of safe and clean facilities (Action 2.4) and development of enrichment and advisory programming (Action 2.7) showed progress, supporting relationship-building and student connectedness. The establishment of middle school culture (Action 2.8) and the role of the Dean of Culture (Action 2.9) further contributed to a positive and inclusive school environment, with ongoing refinement needed to maximize effectiveness.

Actions 2.5 (Positive School Climate and Culture) and 2.8 (Middle School Culture) remain areas for continued focus to reach full implementation. While systems such as PBIS, restorative practices, and structured student activities are in place, there is an opportunity to further strengthen consistency, deepen staff capacity, and ensure alignment across classrooms to fully realize their impact on student engagement and school climate.

In summary, implementation of Goal 2 actions at Voices Mt. Pleasant has established a developing foundation for student engagement and social-emotional support, with clear progress toward full implementation. Continued focus on refining partially implemented actions and strengthening key systems will support the school in fostering strong relationships, increasing student connectedness, and promoting positive outcomes for all students.

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.

We had several actions that resulted in a material difference between budgeted and estimated actuals. The actions include a decrease in spending for positive school culture due to partnering more with the community and receiving free resources.

The actions that received more than estimated include attendance support due to include a portion of our business manager given the work they support with improving attendance.

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

The actions implemented under Goal 2 at Voices Mt. Pleasant have been partially effective in supporting student engagement, school connectedness, and positive school climate outcomes. While the school continues to foster strong relationships with students and families and maintain positive engagement structures, the 2025 California School Dashboard data indicates that chronic absenteeism and suspension outcomes remain significant areas of concern for several student groups. The data highlights the need for continued refinement and strengthening of attendance intervention systems, restorative practices, and coordinated student supports moving into the 2026–27 school year.

Actions 2.1 through 2.4 contributed positively to maintaining a safe, welcoming, and engaging learning environment for students. Through field trips, enrichment opportunities, student health supports, access to school supplies, and safe and clean facilities, the school continued providing students with equitable access to hands-on learning experiences and supportive school environments designed to strengthen school connectedness and engagement. These actions supported relationship-building opportunities, student participation, and access to materials and resources needed for learning and social-emotional well-being. The school also continued implementing facility maintenance and safety procedures to ensure students had access to clean and safe learning spaces that support positive student experiences at school.

Actions 2.5 through 2.10 focused on strengthening school culture, attendance systems, restorative practices, enrichment programming, counseling supports, and student engagement opportunities. These actions included implementation of Positive Behavioral Intervention and Supports (PBIS), restorative justice practices, student incentives, enrichment activities, attendance monitoring systems, Panorama intervention tracking, counseling supports, advisory programming, and family engagement structures intended to increase school connectedness and improve attendance and behavior outcomes. Despite these efforts, chronic absenteeism remains the school's most significant engagement challenge. The All Student chronic absenteeism rate increased 3.6 percentage points to 44.6%, placing the school in the Red performance level. Several student groups were also identified in the Red performance level, including English Learners at 42.1%, Long-Term English Learners at 46.7%, Hispanic students at 44.9%, and Socioeconomically Disadvantaged students at 45.8%. Although Students with Disabilities declined slightly by 0.9 percentage points, the group continued to experience a very high chronic absenteeism rate at 64.3%. These results indicate that existing attendance interventions and engagement supports have not yet been effective enough in reducing chronic absenteeism across the school community and that more targeted, proactive attendance systems are needed to improve student engagement and consistent school attendance.

To address student groups identified as Red on the Chronic Absenteeism Indicator, the school will strengthen attendance intervention systems and family engagement practices during the 2026–27 school year. As part of Tier I prevention efforts, the school will implement schoolwide attendance campaigns, positive attendance incentives, recognition systems, and relationship-building strategies designed to create a stronger culture of belonging and daily attendance. Staff will participate in "Main Ambassador" and "Cheerleader" initiatives in which designated staff members proactively connect with students and families, celebrate attendance improvements, monitor barriers to attendance, and strengthen school-family relationships for students demonstrating chronic absenteeism or early warning signs.

The school will also implement differentiated attendance interventions for targeted student groups through individualized attendance plans, bilingual family outreach, attendance recovery opportunities during enrichment and school breaks, tutoring supports, counseling services, and coordinated community-based resources. Tier II and Tier III attendance supports will include School Attendance Improvement Conferences (SAICs), Student Success Team (SST) meetings, individualized attendance goal-setting, and collaborative attendance improvement plans developed with families, counselors, school staff, and community partners. In addition, staff will receive training on consistent processes for documenting attendance interventions, student supports, outreach efforts, and progress monitoring within Panorama to improve implementation fidelity, communication, and coordinated student support systems across teams.

Suspension outcomes also indicate a continued need for targeted behavioral and restorative supports. The All Student suspension rate remained relatively stable at 5.5% and maintained an Orange performance level. However, several student groups were identified in the Red performance level, including English Learners at 6.9%, Long-Term English Learners at 12.9%, and Socioeconomically Disadvantaged students at 6.3%. Hispanic students maintained an Orange performance level at 5.6%, while Students with Disabilities demonstrated slight improvement, declining 1.2 percentage points to 7.1%. These results suggest that while restorative practices, enrichment activities,

counseling supports, and behavior intervention systems are in place, additional refinement is needed to ensure that exclusionary discipline practices are reduced equitably across all student groups. These outcomes reflect the implementation of Actions 2.5, 2.7, 2.8, 2.9, and 2.10 through PBIS systems, restorative justice practices, middle school culture-building activities, advisory supports, enrichment programming, student leadership opportunities, counseling services, and family partnership strategies intended to strengthen student engagement and reduce exclusionary discipline practices.
To address student groups identified as Red on the Suspension Indicator, the school will implement more targeted restorative and behavioral intervention systems during the 2026–27 school year. The school will proactively partner with families of students demonstrating behavioral or disciplinary concerns to develop individualized support plans, strengthen communication between home and school, and provide early interventions aimed at preventing suspensions and improving student outcomes. Behavioral, attendance, and intervention data will be regularly reviewed and disaggregated through Panorama and other data systems to monitor implementation fidelity, identify disproportionality in discipline outcomes, and ensure restorative practices and interventions are effectively improving outcomes for student groups disproportionately impacted by suspensions.

Despite these challenges, the school maintained 0% expulsions and 0% middle school dropout rates, demonstrating continued success in keeping students connected to school and engaged in learning. Overall, Goal 2 actions have helped maintain a positive and relationship-centered school climate, but chronic absenteeism and suspension outcomes demonstrate that current systems have not yet been sufficiently effective for several student groups. Moving forward, the school will continue refining attendance interventions, restorative practices, family engagement systems, and coordinated student supports to improve student engagement, strengthen school connectedness, and reduce disproportionality in attendance and discipline outcomes across student groups.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several revisions have been made to Goal 2 actions for the 2026–27 school year in order to strengthen student engagement systems, improve school connectedness, and better support students' social-emotional well-being and attendance outcomes across Voices schools.

Action 2.3, School Supplies, was revised to strengthen equitable access to instructional materials, classroom resources, and technology tools that support high-quality instruction and student engagement across all grade levels. The updated action includes modernization of classroom resources and instructional supports for TK–8 classrooms while ensuring materials and learning tools are aligned to the school's dual language instructional model. The revised action also includes expanded staff training and implementation support related to instructional platforms and supplemental learning tools in order to strengthen differentiated learning opportunities, instructional efficiency, and student access to standards-aligned instruction.
Action 2.6, Attendance Supports, was updated in response to continued reflection on chronic absenteeism data across several student groups. The revised action places increased emphasis on proactive family engagement, community outreach, and coordinated attendance intervention systems. New strategies include working collaboratively with local non-profits, faith-based organizations, and community leaders connected to diverse communities in order to strengthen family outreach and student engagement efforts. The action also includes standardizing systems for student enrollment, registration, cumulative file maintenance, and student no-show procedures to improve consistency, early intervention, and student re-engagement processes across schools.

To create greater coherence across student engagement and school culture systems, former Action 2.5, Positive School Climate and Culture, and Action 2.7, Enrichment Activities, were consolidated into a single revised action titled Positive School Culture and Enrichment Activities. This updated action reflects a more integrated approach to student enrichment, social-emotional learning, restorative practices, character development, and school culture. The revised action expands opportunities for enrichment, tutoring, afterschool programming, and summer learning while continuing to deepen implementation of the school's culture and character development framework.
Building on the character development work implemented over the past three years, the school will continue refining a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. The updated action also strengthens partnerships with afterschool providers to expand high-quality enrichment opportunities and redesign summer programming to provide more meaningful academic, enrichment, and character-building experiences for students.
Additionally, the revised action includes expanded professional development, coaching, and collaborative learning opportunities for staff focused on implementation of the character framework, restorative responses to student behavior, character-based discipline practices, and strategies to directly support student character development across all learning environments. Professional learning will also include stronger systems for behavior documentation and data collection to improve MTSS supports, intervention planning, and coordinated student support systems.

Collectively, these revisions reflect Voices' continued commitment to strengthening school culture, improving attendance systems, deepening student engagement opportunities, and creating safe, inclusive, and relationship-centered learning environments that support the academic and social-emotional success of all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$16,000.00	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.		No

Action #	Title	Description	Total Funds	Contributing
2.3	School Supplies	Provide students with equitable access to school supplies, instructional materials, classroom resources, and technology tools that support high-quality instruction, student engagement, and inclusive learning environments across all grade levels. The school will modernize classroom resources and instructional supports for TK–8 classrooms while ensuring materials, supplies, and instructional tools are aligned to and support coherence within the dual language instructional program. Teachers and staff will receive clear guidance, training, and ongoing support related to implementation of instructional platforms and supplemental learning tools, including systems such as Yeti, IXL, and AI literacy resources, to strengthen instructional efficiency, differentiated learning opportunities, and student access to standards-aligned instruction.	$11,000.00	No
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.	$67,462.40	No
2.5	Positive School Culture and Enrichment Activities	Provide engaging enrichment, tutoring, afterschool, and summer learning opportunities that extend student learning beyond the core instructional day while deepening implementation of the school's culture and character development framework. Building on the character work developed over the past three years, the school will continue refining its culture and character strategy to ensure social-emotional learning, restorative practices, student leadership, and character development are embedded throughout the student experience and aligned to the school's instructional and behavioral systems. This work will include strengthening partnerships with afterschool providers to expand high-quality enrichment opportunities and redesigning summer programming to provide meaningful academic, enrichment, and character-building experiences for students.	$88,605.65	Yes

Action #	Title	Description	Total Funds	Contributing
		The school will continue developing a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. Staff will participate in ongoing professional development, coaching, and collaborative learning focused on implementation of the character framework, character-based discipline practices, restorative responses to student behavior, and strategies to directly support student character development across all learning environments. Professional learning will also focus on creating clear systems for behavior documentation and data collection to inform MTSS supports and intervention planning. To address student groups identified as Red on the 2025 California School Dashboard Suspension Indicator, including English Learners (EL), Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged (SED) students, the school will implement targeted restorative and behavioral supports designed to increase student engagement, strengthen school connectedness, and reduce exclusionary discipline practices. The school will proactively partner with families of students demonstrating behavioral or disciplinary concerns to develop individualized support plans, strengthen communication between home and school, and provide early interventions aimed at preventing suspensions and improving student outcomes. Behavioral, attendance, and intervention data will be regularly reviewed and disaggregated by student group through Panorama and other data systems to monitor implementation fidelity, identify disproportionality in discipline outcomes, and ensure interventions and restorative practices are effectively improving outcomes for student groups disproportionately impacted by suspensions.		
2.6	Attendance Support	Working hand-in-hand with local non-profits, faith-based organizations, and community leaders who are connected to diverse communities to engage in strategic planning for community outreach, Standardize systems for student enrollment, registration, and mandated cumulative file maintenance. This includes the revision of policies and implementation practices, such as a student no show procedure. To address student groups identified as Red on the 2025 California School Dashboard Chronic Absenteeism Indicator, including All Students, English	$46,918.80	No

Action #	Title	Description	Total Funds	Contributing
		Learners (EL), Long-Term English Learners (LTELs), Hispanic students, and Socioeconomically Disadvantaged (SED) students, as well as Students with Disabilities (SWD) identified as Red on the 2023 Dashboard, Voices will implement targeted attendance interventions and proactive family engagement strategies designed to improve student attendance, school connectedness, and engagement in learning. As part of Tier I prevention efforts, the school will implement schoolwide attendance campaigns, positive attendance incentives, recognition systems, and relationship-building strategies designed to create a culture of belonging and daily attendance. Staff will participate in “Main Ambassador” and “Cheerleader” initiatives in which designated staff members proactively connect with students and families, celebrate attendance improvements, monitor barriers to attendance, and strengthen school-family relationships for students demonstrating chronic absenteeism or early warning signs. The school will implement differentiated attendance interventions for targeted student groups through individualized attendance plans, bilingual family outreach, attendance recovery opportunities during enrichment and school breaks, tutoring supports, counseling services, and coordinated community-based resources. Attendance interventions will include barrier analysis protocols, regular family check-ins, and collaboration with outside agencies and county supports as needed.		
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.	$10,000.00	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		No

Action #	Title	Description	Total Funds	Contributing
		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. In the absence of a Dean of Culture role, the principal will take on these responsibilities. The Dean of Culture will implement targeted and differentiated supports for English Learners (EL), Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged (SED) students identified as Red on the 2025 California School Dashboard Suspension Indicator. Supports will include proactive student mentoring, restorative practices, culturally and linguistically responsive behavior interventions, family outreach, and individualized engagement plans designed to reduce exclusionary discipline and increase student connectedness and belonging. The Dean of Culture will provide targeted parent education workshops and family engagement opportunities focused on restorative practices, positive behavior supports, attendance, and strengthening school-home partnerships to better support the needs of EL, LTEL, and SED student groups. The Dean of Culture will regularly monitor discipline and engagement data disaggregated by student group to ensure implementation fidelity, evaluate effectiveness of interventions, and adjust supports to improve outcomes for student groups disproportionately impacted by suspensions.		
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	$57,803.20	Yes

Action #	Title	Description	Total Funds	Contributing
		health and social emotional well-being to better support students who have experienced trauma.		

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

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 Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	Increased
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 Meeting a Year Data Year: 2025-26 Data Source: Local Data	4 Meetings a Year Data Year: 2026-27 Data Source: Local Data	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 – 82% School Climate – 77% Data Year: 2025-26 Data Source: Local Data - Panorama	School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data - Panorama	Safety: -1% Climate: -4%
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 --% - Teachers and Staff Respectful Relationships 71% - Staff --% - Teachers Positive Working Environment 100% - Staff --% - Teachers Data Year: 2025-26 Data Source: Local Data - Panorama *Teacher confidentiality threshold not met	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	School Climate Staff: +10% Respectful Relationships Staff: -8% Positive Working Environment: +26%
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	4 Meetings a Year Data Year: 2025-26 Data Source: Local Data	6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	+2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	4 Meetings a Year Data Year: 2025-26 Data Source: Local Data	2 Meetings a Year Data Year: 2026-27 Data Source: Local Data	No difference

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 3 actions at Voices Mt. Pleasant reflects strong progress in building meaningful family and community engagement systems, with key actions fully implemented and continued focus on strengthening communication systems.

Key actions that were fully implemented established a solid foundation for partnership between families and the school. The school successfully hosted a range of family engagement events and advisory opportunities (Action 3.1), including Back to School Night, Parent-Teacher Conferences, and community-building events that showcased student learning and strengthened relationships between families and staff. Advisory structures such as the Parent Advisory Committee and English Learner Advisory Committee (ELAC) were maintained, providing families with opportunities for leadership, input, and participation in school decision-making.

The Parent Academy (Action 3.2) was also fully implemented, offering families valuable learning opportunities focused on supporting student achievement, attendance, and social-emotional well-being. These efforts contributed to strengthening the home-school connection and empowering families as active partners in their children’s education.

Action 3.3 (Parent Communication) was partially implemented, reflecting progress in establishing communication systems alongside opportunities for continued growth. While platforms such as ParentSquare, newsletters, and other outreach tools were utilized to communicate with families, there is an opportunity to further strengthen consistency, accessibility, and engagement across all communication channels to ensure all families are fully informed and connected.

Across all actions, the school experienced key successes in increasing family participation, strengthening relationships, and building a welcoming and inclusive school community. At the same time, implementation highlighted an opportunity to enhance communication systems to further deepen family engagement and partnership.

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.

For other actions with smaller budgeted expenditure amounts that didn't have actual allocations for 25- 26 was due to reallocation of expenditures toward other priority areas.

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

The actions implemented under Goal 3 at Voices Mt. Pleasant have been effective in strengthening parent engagement opportunities, family participation, and school-home communication systems while continuing to maintain positive school climate outcomes across several measures. Throughout the year, the school expanded opportunities for parent leadership, advisory participation, family education, and student-centered engagement activities designed to strengthen partnerships between families, staff, and the broader school community. The data reflects growth across multiple parent engagement metrics as well as positive improvements in staff climate perceptions.

Action 3.1, Parent and Community Engagement and Advisory, demonstrated strong growth in family participation and advisory engagement opportunities during the year. The school moved from Initial Implementation to Full Implementation related to promoting parental participation for unduplicated students and students with disabilities. In addition, English Learner Advisory Committee (ELAC) participation increased from one meeting during the 2024–25 school year to four meetings during the 2025–26 school year, reflecting expanded opportunities for parent voice, shared leadership, and engagement in school planning and decision-making processes.

Parent survey data reflected generally positive perceptions related to school climate and school safety. School Safety survey results remained stable, declining slightly from 83% favorable in 2024–25 to 82% favorable in 2025–26, while School Climate survey results remained relatively strong at 77% favorable. These outcomes suggest that families continue to view the school as a safe and welcoming learning environment while also identifying opportunities for continued growth in strengthening school climate and family engagement systems.

Action 3.2, Parent Academy, demonstrated meaningful growth in family education and engagement opportunities. Parent education workshops increased from two meetings during the 2024–25 school year to four meetings during the 2025–26 school year, reflecting the school’s continued commitment to providing families with opportunities to learn about attendance, student achievement, social-emotional well-being, and strategies to support learning at home. In addition, Project and Portfolio Presentation opportunities increased from two meetings to four meetings during the year, creating additional opportunities for families to engage directly in student learning and celebrate student growth and achievement.

Action 3.3, Parent Communication, continued supporting communication between the school and families through ParentSquare, newsletters, the school website, and social media platforms in both English and Spanish. These communication systems supported ongoing outreach related to school events, attendance expectations, enrollment, student supports, and family engagement opportunities while helping strengthen communication and collaboration between home and school.

Teacher and staff Panorama survey data reflected several positive improvements related to school climate and workplace conditions. School Climate survey results improved from 70% favorable to 80% favorable among staff respondents, while Positive Working Environment survey

results improved significantly from 74% favorable to 100% favorable among staff respondents. These outcomes suggest that efforts to strengthen collaboration, communication, and organizational culture positively impacted staff perceptions during the year. Respectful Relationships survey results remained positive at 71% favorable among staff respondents, indicating continued opportunities to strengthen collaboration and relationship-building systems across the school community. The school noted that teacher-specific survey results did not meet confidentiality thresholds for reporting.

Overall, Goal 3 actions have been effective in increasing parent engagement opportunities, strengthening school-home communication systems, and improving several school climate and staff engagement outcomes. The school will continue building upon these engagement systems and family partnership opportunities in order to deepen authentic collaboration between families, staff, and the school community and continue strengthening a welcoming and inclusive school 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.

Based on educational partner engagement, review of implementation data, and reflection on prior practice, Voices will largely maintain the existing Goal 3 goals, metrics, and target outcomes for the 2026–27 school year while refining engagement structures to strengthen family partnership, community outreach, and shared leadership opportunities across schools.

As part of these refinements, previous Action 3.1, Parent and Community Engagement and Advisory, and Action 3.2, Parent Academy, will be consolidated into a single revised action titled Parent and Community Partnership. This updated action reflects a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration in support of student achievement, attendance, connectedness, and overall well-being.

The revised action places increased emphasis on strengthening authentic partnerships between schools, families, and community organizations through collaboration with local non-profits, faith-based organizations, community leaders, and diverse community partners. Voices will also expand online and social media outreach strategies, including Facebook and Instagram communication campaigns, to strengthen family engagement, enrollment outreach, and community awareness.

Additionally, the revised action strengthens family leadership and governance opportunities through continued implementation of compliant English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures, along with expanded family feedback opportunities, leadership development, and participation in school planning and decision-making processes. Annual school climate surveys and ongoing family feedback opportunities will continue informing continuous improvement efforts and strengthening authentic family and community partnerships across Voices schools.

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
3.2	Parent and Community Partnership	Provide robust parent and community engagement opportunities that strengthen partnerships between school, home, and the broader community to support student achievement, attendance, connectedness, and overall well-being. Voices will strengthen student recruitment and community outreach efforts by working collaboratively with local non-profits, faith-based organizations, community leaders, and diverse community partners to increase community awareness, build authentic relationships with families, and engage prospective families in the school community. The school will utilize online and social media outreach strategies, including regular Facebook and Instagram campaigns, to increase family communication, engagement, enrollment outreach, and community awareness. The school will ensure compliant and functioning English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures and codify guides, training materials, and engagement practices to increase family participation in school governance, local advocacy, leadership opportunities, and shared decision-making processes at each school site. Voices will prioritize authentic family engagement by creating meaningful opportunities for families to provide feedback, participate in strategic planning discussions, and contribute to schoolwide decision-making processes that impact student achievement, school culture, and community engagement efforts. Annual school climate surveys and ongoing family feedback opportunities will continue to be used to inform continuous improvement efforts and strengthen authentic family and community partnerships.	$82,360.00	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.	$5,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$904,283	$104,607

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
34.159%	0.000%	$0.00	34.159%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Professional Learning and Coaching Systems **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments.	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	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	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.	
1.7	**Action:** Intervention and Supplemental Materials **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments. **Scope:** Schoolwide	This action is principally directed toward unduplicated pupils by strengthening the systems used to identify, monitor, and support students who are most at risk of academic, behavioral, and social-emotional challenges, including English Learners, foster youth, and socioeconomically disadvantaged students. Through targeted interventions, SST processes, counseling supports, progress monitoring, and the use of Panorama as a centralized platform, the school can more effectively provide timely and coordinated supports to address barriers to student success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and benefit from strong Tier 1 instruction, consistent intervention systems, and	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		coordinated MTSS practices that improve outcomes for all students while addressing the greatest needs of unduplicated student groups.	
2.1	**Action:** Field Trips **Need:** Local data, attendance data, and educational partner feedback indicate a need to increase student engagement, school connectedness, and attendance while providing students with meaningful opportunities to apply classroom learning in real-world contexts. Students benefit from hands-on, experiential learning opportunities that strengthen academic understanding, increase motivation, and foster a stronger connection to school. **Scope:** Schoolwide	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
2.5	**Action:** Positive School Culture and Enrichment Activities **Need:**	This action is principally directed toward unduplicated pupils by providing additional enrichment opportunities, social-emotional learning supports, restorative practices, character development experiences, and targeted behavioral	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** Schoolwide	interventions designed to increase student engagement, school connectedness, attendance, and positive behavioral outcomes. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from expanded opportunities to build strong relationships with peers and staff, develop leadership skills, and access supportive learning environments that foster belonging and academic success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, inclusive school culture, strong character development framework, and coordinated behavioral support systems benefit all students while providing the greatest benefit to students with the greatest needs.	2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness
2.10	**Action:** School Counselor **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of	This action is principally directed toward unduplicated pupils by providing counseling services, social-emotional supports, behavioral interventions, family resources, and trauma-informed practices that address barriers to student engagement, attendance, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students are more likely to experience challenges that impact their social-emotional well-being and benefit from access to counseling, mental health resources, restorative practices, and coordinated behavioral supports. The School Counselor provides	2.2: Attendance 2.3: Chronic Absenteeism 2.5: Suspension Rates 2.8: Student Surveys on the sense of safety and school connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** Schoolwide	individualized and small-group counseling, family support, social skills development, staff training, and schoolwide positive behavior systems that strengthen student well-being and school connectedness. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because comprehensive social-emotional and mental health supports benefit all students while providing the greatest benefit to students with the greatest needs.	
3.2	**Action:** Parent and Community Partnership **Need:** Additional support is needed to increase family participation in school events, governance structures, decision-making processes, and community outreach efforts in order to strengthen student achievement, attendance, school connectedness, and overall student well-being. **Scope:** Schoolwide	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	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		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.	

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	**Action:** Support for English Learners **Need:** English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	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; 1.5: Professional Learning and Coaching Systems , 1.7 – Interventions for struggling students; 2.5: Positive School Culture and Enrichment Activities; 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	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,647,244	904,283	34.159%	0.000%	34.159%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,771,417.95	$730,481.15	$0.00	$9,996.00	$3,511,895.10	$2,548,365.10	$963,530.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Appropriately Staff School	All	No				Ongoing	$879,590.53	$0.00	$879,590.53				$879,590.53	
1	1.2	Implementation of Core Curriculum	All	No				Ongoing	$0.00	$75,192.00	$75,192.00				$75,192.00	
1	1.3	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		Ongoing	$376,967.37	$0.00	$376,967.37				$376,967.37	
1	1.4	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$511,715.80	$0.00		$511,715.80			$511,715.80	
1	1.5	Professional Learning and Coaching Systems	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$258,176.00	$45,420.00	$293,600.00			$9,996.00	$303,596.00	
1	1.6	Technology Infrastructure and Support	All	No				Ongoing	$0.00	$57,834.00	$57,834.00				$57,834.00	
1	1.7	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,323.00	$5,323.00				$5,323.00	
1	1.11	After School Program and Summer School	All	No			All Schools	Ongoing	$218,765.35	$0.00		$218,765.35			$218,765.35	
1	1.12	Network Support Infrastructure	All	No			All Schools	Ongoing	$0.00	$697,761.00	$697,761.00				$697,761.00	
2	2.1	Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		Ongoing	$0.00	$16,000.00	$16,000.00				$16,000.00	
2	2.2	Student Health	All	No			All Schools	Ongoing								

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
2	2.3	School Supplies	All	No			All Schools	Ongoing	$0.00	$11,000.00	$11,000.00				$11,000.00	
2	2.4	Safe, Clean Facilities	All	No			All Schools	Ongoing	$47,462.40	$20,000.00	$67,462.40				$67,462.40	
2	2.5	Positive School Culture and Enrichment Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		Ongoing	$78,605.65	$10,000.00	$88,605.65				$88,605.65	
2	2.6	Attendance Support	All	No			All Schools	Ongoing	$46,918.80	$0.00	$46,918.80				$46,918.80	
2	2.8	Middle School Culture	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.9	Dean of Culture	All	No			All Schools	Ongoing								
2	2.10	School Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$57,803.20	$0.00	$57,803.20				$57,803.20	
3	3.2	Parent and Community Partnership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$72,360.00	$10,000.00	$82,360.00				$82,360.00	
3	3.3	Parent Communication	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,647,244	904,283	34.159%	0.000%	34.159%	$920,659.22	0.000%	34.778 %	**Total:**	$920,659.22
								LEA-wide Total:	$0.00
								Limited Total:	$376,967.37
								Schoolwide Total:	$543,691.85

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	**1.3**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$376,967.37	
1	**1.5**	Professional Learning and Coaching Systems	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$293,600.00	
1	**1.7**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,323.00	
2	**2.1**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income		$16,000.00	
2	**2.5**	Positive School Culture and Enrichment Activities	Yes	Schoolwide	English Learners Foster Youth Low Income		$88,605.65	
2	**2.10**	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$57,803.20	
3	**3.2**	Parent and Community Partnership	Yes	Schoolwide	English Learners Foster Youth	All Schools	$82,360.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,307,529.00	$3,424,136.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Appropriately Staff School	No	$956,146.00	$ 795,748
1	**1.2**	Implementation of Core Curriculum	No	$54,976.00	$ 107,500
1	**1.3**	Support for English Learners	Yes	$120,887.00	$ 265,249
1	**1.4**	Support for Students with Disabilities	No	$648,438.00	$ 559,517
1	**1.5**	Professional Development	Yes	$91,145.00	$ 27,082
1	**1.6**	Technology Infrastructure and Support	No	$69,165.00	$ 58,010
1	**1.7**	Intervention and Supplemental Materials	Yes	$30,280.00	$ 7,302
1	**1.8**	Instructional Coach and Principal	No	$257,986.00	$ 168,896
1	**1.9**	Associate Teachers	Yes	$379,941.00	$ 201,086
1	**1.10**	Student Services Manager	Yes	$110,719.00	
1	**1.11**	After School Program and Summer School	Yes	$475,601.00	$ 193,006

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	1.12	Network Support Infrastructure	No	$625,845.00	$ 591,270
2	2.1	Field Trips	Yes	$45,450.00	$ 45,450
2	2.2	Student Health	No	$3,151.00	
2	2.3	School Supplies	Yes	$71,454.00	$ 13,618
2	2.4	Safe, Clean Facilities	No	$79,779.00	$ 76,305
2	2.5	Positive School Climate and Culture	Yes	$15,655.00	
2	2.6	Attendance Support	No	$5,050.00	$ 45,552
2	2.7	Enrichment Activities and Advisory Curriculum	No	$28,785.00	$ 34,060
2	2.8	Middle School Culture	No	$8,585.00	
2	2.9	Dean of Culture	Yes	$105,575.00	$ 112,816
2	2.10	School Counselor	Yes	$107,261.00	$ 117,287
3	3.1	Parent and Community Engagement and Advisory	No	$2,020.00	$ 4,382
3	3.2	Parent Academy	Yes	$6,565.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Parent Communication	No	$7,070.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
839,578	$1,340,911.00	$982,896.00	$358,015.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Support for English Learners	Yes	$ 120,887	$ 265,249		
1	1.5	Professional Development	Yes	$74,912.00	$ 27,082		
1	1.7	Intervention and Supplemental Materials	Yes	$30,280.00	$ 7,302		
1	1.9	Associate Teachers	Yes	$379,941.00	$ 201,086		
1	1.10	Student Services Manager	Yes	$110,719.00			
1	1.11	After School Program and Summer School	Yes	$325,000.00	$ 193,006		
2	2.1	Field Trips	Yes	$45,450.00	$ 45,450		
2	2.3	School Supplies	Yes	$71,454.00	$ 13,618		
2	2.5	Positive School Climate and Culture	Yes	$15,655.00			
2	2.9	Dean of Culture	Yes	$52,787.00	$ 112,816		
2	2.10	School Counselor	Yes	$107,261.00	$ 117,287		
3	3.2	Parent Academy	Yes	$6,565.00			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,420,707	839,578	0%	34.683%	$982,896.00	0.000%	40.604%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Coversheet

West Contra Costa (WCC) Review of Local Indicators and 2026-27 LCAP Approval

Section: III. 2026-27 Local Indicators Review and LCAP Approval
Item: D. West Contra Costa (WCC) Review of Local Indicators and 2026-27 LCAP Approval
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Voices_College-Bound_Language_Academy_at_West_Contra_Costa_20260617.pdf

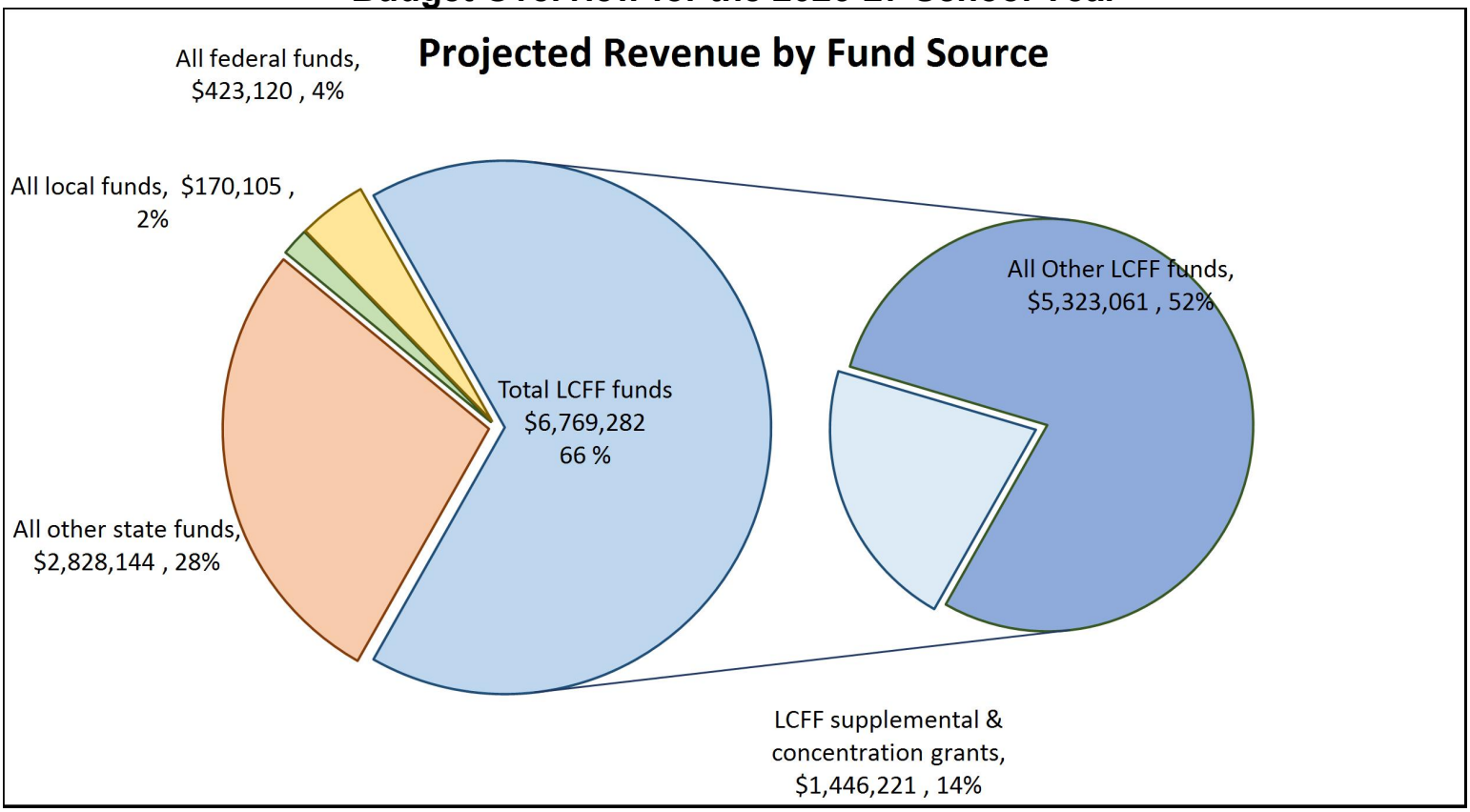
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at West Contra Costa
CDS Code: 07 61796 0136903
School Year: 2026-27
LEA contact information:
Keri Szymanski
Principal

(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).

Budget Overview for the 2026-27 School Year

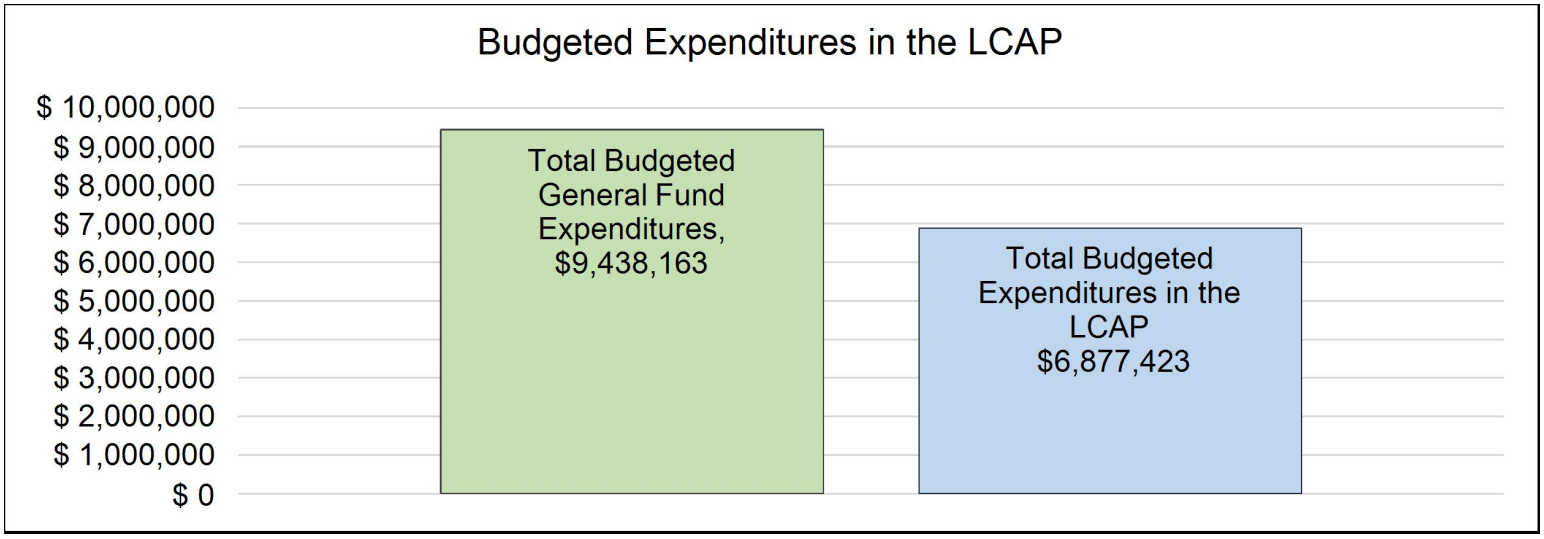


This chart shows the total general purpose revenue Voices College-Bound Language Academy at West Contra Costa expects to receive in the coming year from all sources.

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 $10,190,651, of which $6,769,282 is Local Control Funding Formula (LCFF), $2,828,144 is other state funds, $170,105 is local funds, and $423,120 is federal funds. Of the $6,769,282 in LCFF Funds, $1,446,221 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at West Contra Costa plans to spend $9,438,163 for the 2026-27 school year. Of that amount, $6,877,423.20 is tied to actions/services in the LCAP and $2,560,739.8 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

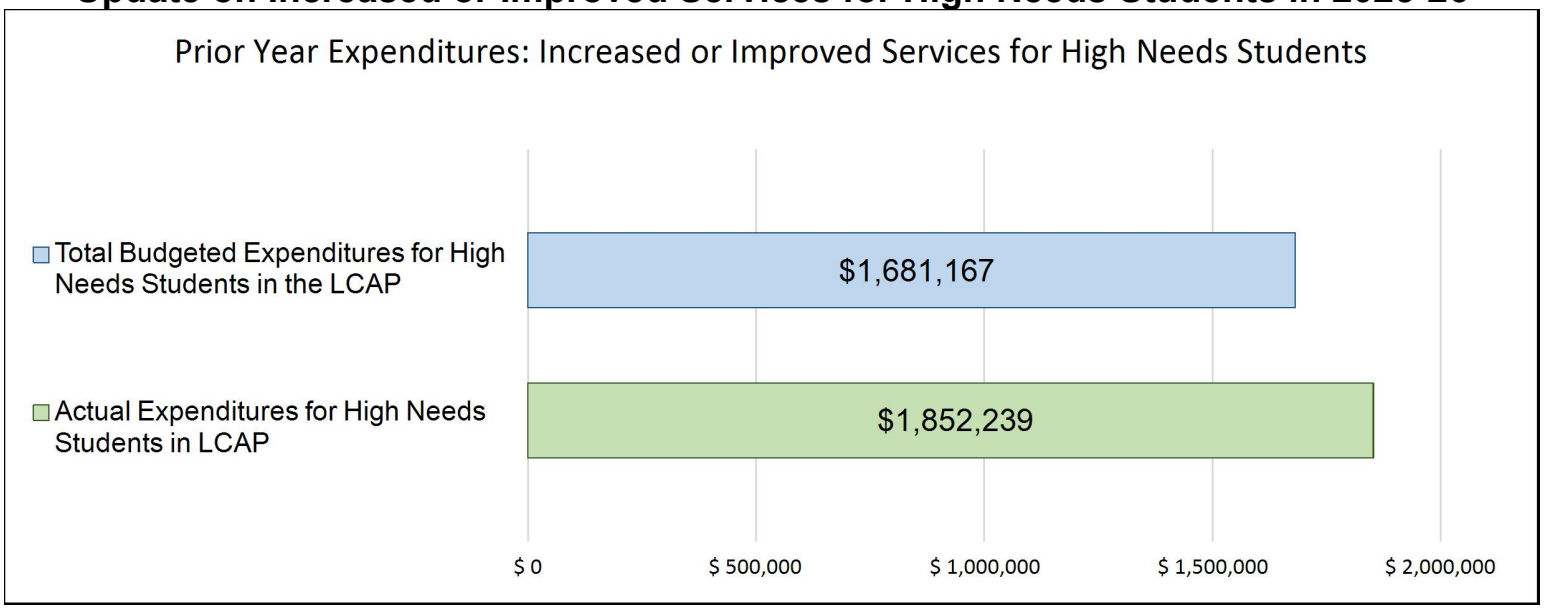
Funds not included in the LCAP include funds toward School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs

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

In 2026-27, Voices College-Bound Language Academy at West Contra Costa is projecting it will receive $1,446,221 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 $1,613,939.22 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Voices College-Bound Language Academy at West Contra Costa's LCAP budgeted $1,681,167.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at West Contra Costa actually spent $1,852,239.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa	Keri Szymanski Principal	kszymanski@voicescharterschool.com (510) 480-0540

Plan Summary [2026-27]

General Information

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

Voices College-Bound Language Academy at West Contra Costa ("Voices") is an independent TK-8 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 2025 reports that in 2024-25, Voices served 343 students with diverse needs and backgrounds: 83.4% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 56.3% of students were English Learners (“ELs”); 15.7% of students with disabilities (“SWD”); 0% Foster Youth (“FY”); and, 1.7% Homeless Youth. As of the 2024-25 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (97.1%), Asian (.6%), Filipino (0.6%), and African American/Black (0.9%). 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.

As we reflect on the 2025 California School Dashboard results for Voices College-Bound Language Academy at West Contra Costa County, we are energized by the meaningful progress our students have made across multiple indicators. Our data tells a story of growth, resilience, and a strong commitment to continuous improvement. We are especially encouraged by the gains in academic achievement, reductions in absenteeism, and exceptional school climate outcomes. At the same time, the Dashboard helps us clearly identify where we will focus next to ensure every student reaches their full potential.

- Exceptional School Climate and Low Suspension Rates: Our Suspension Rate remains a significant strength, with All Students at 0.5% suspended, declining 0.8 percentage points and earning a Blue performance level. This strong performance was reflected across all student groups, including English Learners at 0.5% suspended, declining 1.1 points and earning Blue; Hispanic students at 0.6% suspended, declining 0.8 points and earning Green; Socioeconomically Disadvantaged students at 0.7% suspended, declining 1.0 point and earning Blue; and Students with Disabilities at 0.0% suspended, declining 1.9 points and earning Blue. These results reflect the effectiveness of our proactive behavior systems and our commitment to fostering a safe, supportive, and inclusive school environment for all students.
- Significant Growth in English Language Arts: Our ELA performance showed strong improvement, with All Students increasing 25.0 points to 79.7 points below standard, earning an Orange performance level. This growth was reflected across student groups, including English Learners (94.4 points below standard, increased 20.8 points, Orange), Hispanic students (85.0 points below standard, increased 22.6 points, Orange), and Socioeconomically Disadvantaged students (85.1 points below standard, increased 18.1 points, Orange). While we remain below standard and in the Orange performance level, these gains represent meaningful acceleration in literacy development and demonstrate the impact of our focused instructional efforts.
- Strong Gains in Mathematics Across Student Groups: Mathematics performance also improved significantly, with All Students increasing 23.4 points to 90.5 points below standard, earning a Yellow performance level. Student groups demonstrated consistent growth, including English Learners (100.5 points below standard, increased 24.4 points, Orange), Hispanic students (93.5 points

below standard, increased 23.6 points, Yellow), and Socioeconomically Disadvantaged students (91.8 points below standard, increased 18.2 points, Yellow). These results reflect strengthening instructional coherence and increased student progress in mathematics across the school.

- Positive Progress in English Learner Achievement: Our English Learners made solid gains, with 42.0% of students making progress toward English language proficiency, increasing 10.7 percentage points and earning a Yellow performance level. This growth highlights the continued strengthening of our English language development program and our commitment to supporting multilingual learners.

Improvement in Attendance Across Student Groups: We saw encouraging improvements in Chronic Absenteeism, with All Students decreasing to 33.3%, a decline of 5.1 percentage points, resulting in a Yellow performance level. This positive trend was consistent across student groups, including English Learners (29.8%, declined 9.4 points, Yellow), Hispanic students (33.9%, declined 5.4 points, Yellow), Socioeconomically Disadvantaged students (32.6%, declined 4.9 points, Yellow), and Students with Disabilities (38.8%, declined 11.2 points, Orange). These improvements reflect the impact of our focused efforts to increase student engagement and daily attendance.

While we are encouraged by these strong gains, we also recognize important opportunities to continue strengthening outcomes for our students. The Dashboard data provides clear guidance for where we will focus next.

- Continued Need to Accelerate Academic Achievement Toward Proficiency: While we are proud of the strong growth in both ELA and Mathematics, overall performance levels remain below standard. This includes All Students in ELA (79.7 points below standard, increased 25.0 points, Orange) and Mathematics (90.5 points below standard, increased 23.4 points, Yellow), as well as multiple student groups across both content areas. This presents a clear opportunity to accelerate progress toward grade-level proficiency.
- Chronic Absenteeism Remains an Area of Focus: Although we saw declines, Chronic Absenteeism rates remain elevated, particularly for key student groups. With all of our student groups above a 25% chronic absenteeism rate, there continues to be a need to strengthen attendance systems, deepen family engagement, and ensure our students feel safe and welcomed at school.

Learning Recovery and Emergency Block Grant: Voices has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Action 2.
We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
Our needs assessment identified academic achievement as high-priority areas for improvement, particularly for our significant student groups. Data from our school climate surveys and ELA and Math from the CA School Dashboard show disproportionate impacts on these groups, reinforcing the urgency to invest in materials to accelerate academic proficiency. The metrics used to monitor this action will include:

- ELA and Math DFS (by subgroup)
- ELPI
- CAST

This action aligns with the allowable LREBG use under EC Section 32526(c)(2)(B)(ii)

Reflections: Technical Assistance

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

Not applicable. Voices was not identified for Technical Assistance.

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 Improvement ("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.

Voices is not eligible for Comprehensive Support and Improvement ("CSI").

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 Improvement ("CSI").

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	6/4/26-6/24/26: Public comment period or notification to members of the public of the opportunity to

Educational Partner(s)	Process for Engagement
	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	6/4/26 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/24/26 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 6/24/26 in accordance with Education Code section 52062(b)(2)

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

Educational partner feedback gathered through surveys, meetings, advisory committees, family engagement opportunities, staff collaboration structures, and the broader network-wide strategic planning process indicated overall support for the LCAP goals, metrics, and actions. Families, staff, students, and community partners consistently identified increasing English Language Arts and Mathematics performance, strengthening English Learner progress, and reducing chronic absenteeism as continued priorities. Feedback also emphasized the importance of maintaining strong school culture systems, consistent instructional practices, coordinated student supports, and meaningful family engagement opportunities.

As a result of this engagement process and reflection on student outcome data, Voices made several strategic revisions to actions across Goals 1, 2, and 3 to better align network-wide systems, resources, and supports with identified student and community needs.

Under Goal 1, Actions 1.1 (Appropriately Staff School), 1.2 (Implementation of Core Curriculum), 1.3 (Support for English Learners), 1.4 (Support for Students with Disabilities), 1.7 (Intervention and Supplemental Materials), and 1.9 (Network Support Infrastructure) were all revised to strengthen implementation consistency, instructional coherence, multilingual learner supports, Special Education systems, intervention coordination, and data-driven instructional practices across schools. In response to educational partner feedback and English Learner Progress Indicator (ELPI) outcomes, the network strengthened supports related to integrated and designated ELD instruction, progress monitoring systems, and professional development for educators serving multilingual learners. Additionally, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a revised

Professional Learning and Coaching Systems action to create greater alignment across teacher development, instructional coaching, collaborative planning, and leadership support systems. Action 1.10 (Student Service Manager) was removed and integrated into Action 1.4 to strengthen coordination of Special Education and student support systems.

Under Goal 2, Action 2.3 (School Supplies) was revised to strengthen equitable access to instructional materials, classroom resources, technology tools, and supplemental instructional platforms aligned to the dual-language instructional model. Action 2.6 (Attendance Supports) was also revised in response to chronic absenteeism trends across several student groups and now includes expanded family outreach, community partnerships, standardized attendance procedures, and stronger student re-engagement systems. Additionally, former Action 2.5 (Positive School Climate and Culture) and Action 2.7 (Enrichment Activities) were consolidated into a revised Positive School Culture and Enrichment Activities action to better align enrichment programming, restorative practices, social-emotional learning, character development, and school culture systems.

Under Goal 3, previous Action 3.1 (Parent and Community Engagement and Advisory) and Action 3.2 (Parent Academy) were consolidated into a revised Parent and Community Partnership action. This updated action creates a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration while expanding opportunities for family feedback, advisory participation, strategic planning involvement, and shared decision-making. The revised action also includes expanded collaboration with community organizations, faith-based groups, and local leaders, along with increased use of online communication and social media outreach strategies to strengthen family engagement and community awareness across Voices schools.

Collectively, these revisions reflect the Voices network’s continued commitment to using educational partner feedback, student outcome data, and strategic planning processes to refine systems, strengthen implementation, and improve academic, engagement, and social-emotional outcomes for all students.

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to student achievement data, English Learner outcomes, and educational partner feedback that identified the need to improve academic performance for all students while accelerating achievement for significant student groups, particularly English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Voices remains committed to ensuring students achieve at high levels in English Language Arts, Spanish Language Arts, Mathematics, and Science through its dual-immersion instructional model and a strong focus on standards-based instruction.

The actions within this goal work together to provide students with access to highly qualified staff, high-quality curriculum, targeted support for English Learners and Students with Disabilities, meaningful professional development, technology resources, intervention programs, instructional coaching, supplemental staffing, extended learning opportunities, and coordinated student support services. Together, these actions strengthen Tier 1 instruction while providing targeted academic interventions and enrichment opportunities to meet diverse student needs. Metrics related to academic achievement, English Learner progress, assessment results, reclassification, and implementation of standards-aligned instruction will be used to monitor progress and ensure students are prepared for success in college, career, and life.

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	7.0 FTE 14.3% Clear 0.0% Out-of-Field 0.0% Intern 7.0% Ineffective	10.3 FTE 9.8% Clear 0.0% Out-of-Field 9.8% Intern 80.5% Ineffective	10.0% Clear 0.0% Out-of-Field 10% Intern 80% Ineffective 0.0% Incomplete	Clear: +9.8% Out-of-Field: 0.0% Intern: +9.8% Ineffective: -19.5% Incomplete: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.0% Incomplete 0.0% Unknown Data Year: 2021-22 Data Source: DataQuest	0.0% Incomplete 78.6% Unknown Data Year: 2022-23 Data Source: DataQuest	0.0% Incomplete 0% Unknown Data Year: 2023-24 Data Source: DataQuest	0.0% Unknown Data Year: 2024-25 Data Source: DataQuest	Unknown: 0.0% FTE: 0.0 FTE
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: 2025-26 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	No difference
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 Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	No difference
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%	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%	2024-25 ELA Distance from Standard Overall: -79.7 (Orange) HISP: -85 (Orange) SED: -85.1 (Orange) EL: -94.4 (Orange) SWD: -127.7	2025-26 ELA Distance from Standard Overall: -76.7 HISP: -82 SED: -82.1 EL: -91.4 Percent Meets or Exceeds: Overall: 42.83% HISP: 42.03% SED: 42.16%	ELA Distance from Standard (DFS) Difference Overall: -25.0 points Hispanic: -27.3 points SED: -25.1 points EL: -35.3 points SWD: N/A — no baseline listed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 12.90% SWD: 0% Data Year: Spring 2023 Data Source: CAASPP	SED: 21.00% EL: 8.06% SWD: Too Few Data Year: Spring 2024 Data Source: CAASPP	Percent Meets and Exceeds: Overall: 18.38% HISP: 16.38% SED: 16.25% EL: 5.35% SWD: 5.26% Data Year: Spring 2025 Data Source: CAASPP	EL: 27.90% SWD: 15% Data Year: Spring 2026 Data Source: CAASPP	ELA Proficiency (Percent Meets and Exceeds) Difference Overall: -9.45% Hispanic: -10.65% SED: -10.91% EL: -7.55% SWD: +5.26%
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	2024-25 Math Distance from Standard Overall: -90.5 (Yellow) HISP: -93.5 (Yellow) SED: -91.8 (Yellow) EL: -100.5 (Orange) SWD: -126.3 Percent Meets or Exceeds: Overall:12.57% HISP: 10.93% SED: 11.04% EL: 6.78% SWD: 5.26% Data Year: Spring 2025 Data Source: CAASPP	2025-26 Math Distance from Standard Overall: -87.5 HISP: -90.5 SED: -88.8 EL: -97.5 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	Math Distance from Standard (DFS) Difference Overall: -15.8 points Hispanic: -16.8 points SED: -14.7 points EL: -25.5 points SWD: N/A — no baseline listed Math Proficiency (Percent Meets or Exceeds) Difference Overall: -11.12% Hispanic: -11.80% SED: -13.96% EL: -6.34%
1.6	CAST Science	Overall: 6.67% HISP: 7.14%	Overall: 21.21% HISP: 21.88%	Overall: 32.66% HISP: 21.84%	Overall: 21.67% HISP: 22.14%	Overall: +25.99% Hispanic: +14.70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 8.33% EL: Too Few SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP	SED: 26.93% EL: 0% SWD: Too Few Data Year: Spring 2024 Data Source: CAASPP	SED: 22.34% EL: 2.81% SWD: 9.89% Data Year: Spring 2025 Data Source: CAASPP	SED: 23.33% EL: TBD SWD: TBD Data Year: Spring 2026 Data Source: CAASPP	SED: +14.01%
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	Voices discontinued the contract with MAP at the end of the 2024-25 school year. The decision was made to suspend the Spring IXL benchmark to allow students to focus on SBAC preparation and testing.	-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	NA
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	42.5% Proficient STAR SLA Data Year: 2025-26 Data Source: Local Assessment Data	GP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	-1.5%
1.9	Math Local Assessment –MAP	44% of students met growth target 27.78% Proficient MAP	o Data on Growth 51.9% Proficient MAP in Fall 2024	Voices discontinued the contract with MAP at the end of the	-0.2 Conditional Growth Index (CGI)	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Local Assessment Data	26% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data	2024-25 school year. The decision was made to suspend the Spring IXL benchmark to allow students to focus on SBAC preparation and testing.	50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	
1.10	EL students making progress toward English Proficiency	ELPI is Low for 2023 ELPI is 46.4% Data Year: 2022-23 Data Source: 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 Yellow for 2025 ELPI is 42% Data Year: 2024-25 Data Source: Dashboard 2025 (State – 46.4%)	ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	-4.4%
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	Data release delayed by the CDE Data Year: 2024-25Data Source: Dataquest	EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 1 actions at Voices West Contra Costa reflects continued progress toward strengthening instructional systems within the dual-immersion model, with several actions fully implemented and others advancing toward full implementation.

Key actions that were fully implemented (Actions 1.8, 1.10, 1.11, and 1.12) provided a strong foundation for both instructional quality and student support systems. The Instructional Coach and Principal coaching model (Action 1.8) was consistently implemented, supporting

teachers through data-driven coaching, feedback, and professional learning aligned to effective instructional practices. The Student Services Manager (Action 1.10) played a key role in coordinating services, supporting staff, and strengthening systems to meet the needs of diverse learners. In addition, the After School and Summer School programs (Action 1.11) were fully operational, expanding opportunities for academic intervention and enrichment, while the Network Support Infrastructure (Action 1.12) ensured strong organizational alignment, communication, and access to resources that supported schoolwide implementation.

Several actions were partially implemented (Actions 1.1–1.5), reflecting ongoing development and refinement of systems. Efforts to ensure appropriate staffing (Action 1.1) were in progress, with a continued focus on maintaining stability and supporting staff capacity. Implementation of the core curriculum (Action 1.2) and professional development (Action 1.5) showed progress, with increased alignment and opportunities for teacher learning, though continued attention is needed to ensure consistent fidelity across classrooms. Supports for English Learners (Action 1.3) and Students with Disabilities (Action 1.4) were established and improving, with ongoing efforts to strengthen instructional practices, collaboration, and progress monitoring to maximize impact.

Actions 1.7 (Intervention and Supplemental Materials) and 1.9 (Associate Teachers) remain areas for continued focus to reach full implementation. While these supports are in place, there is an opportunity to further refine how intervention systems are structured and delivered, and to strengthen the alignment and impact of associate teacher support within the classroom to better meet diverse student needs.

In summary, implementation of Goal 1 actions at Voices West Contra Costa has built a strong foundation for improving student achievement, with clear progress toward full implementation. Continued focus on refining partially implemented actions will further strengthen instructional systems and support accelerated outcomes for all students within the dual-immersion program.

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.

Several actions had material differences between budgeted and estimated actuals. The actions that saw an increase from budgeted to estimated actuals were: Implementation of Core Curriculum due to purchase of new science curriculum, added additional instructional coaches, Support for English Learners due to allocating a larger portion of our core teachers in support of our multi-language learners. Actions that saw a decrease in spending were professional development due to receiving a grant to work with external partners to provide professional development, afterschool programming due to lower enrollment from students in our many afterschool programming.

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

The actions implemented under Goal 1 at Voices West Contra Costa have demonstrated meaningful progress toward improving student achievement in English Language Arts, Mathematics, Science, and English Learner progress within the school's dual-immersion model. The 2025 California School Dashboard reflects strong academic growth in both English Language Arts and Mathematics, with the school demonstrating significant increases in Distance from Standard while continuing to perform below the state average overall. Even while maintaining Orange performance in English Language Arts and earning Yellow performance in Mathematics, the substantial growth across

multiple student groups reflects encouraging movement in the right direction and suggests that the school's instructional systems and targeted supports are beginning to yield positive outcomes for students.

In English Language Arts, All Students improved 25 points in Distance from Standard, improving from 104.7 points below standard in 2024 to 79.7 points below standard in 2025 while maintaining an Orange performance level. English Learners improved 20.8 points, Hispanic students improved 22.6 points, and Socioeconomically Disadvantaged students improved 18.1 points. Particularly notable growth was demonstrated by Students with Disabilities, who improved an astonishing 173.8 points. In addition, ELA Growth data showed that 71.9% of students improved their scores from the prior year, including 74% of English Learners, 74.2% of Socioeconomically Disadvantaged students, and 75% of Students with Disabilities. These outcomes reflect the impact of Actions 1.2, 1.5, 1.7, 1.8, and 1.9 through implementation of rigorous standards-based curriculum, literacy intervention systems, instructional coaching, associate teacher support, and professional development focused on biliteracy instruction, scaffolding, and differentiated academic support for multilingual learners.

The school's math data also reflects the effectiveness of Actions 1.2, 1.5, 1.7, 1.8, and 1.9 through targeted intervention, differentiated small-group instruction, instructional coaching, and ongoing professional development focused on conceptual understanding and mathematical discourse within the dual-immersion model.
All Students improved 23.4 points in Distance from Standard, improving from 113.9 points below standard in 2024 to 90.5 points below standard in 2025 and earning a Yellow performance level. English Learners improved 24.4 points, Hispanic students improved 23.6 points, and Socioeconomically Disadvantaged students improved 18.2 points. Students with Disabilities demonstrated especially significant growth, improving 184.9 points. Mathematics Growth data further showed that 67.8% of students improved their scores from the prior year, including 70.5% of English Learners and 78.1% of Students with Disabilities, whose performance category was Accelerated. These results demonstrate that while Mathematics performance remains below the state average, students are making strong academic gains and progressing toward grade-level standards.

English Learner Progress Indicator (ELPI) results also reflected positive growth. Voices West Contra Costa earned a Yellow performance level, with English Learners increasing 10.7 percentage points in progress toward English language proficiency. The percentage of English Learners progressing at least one ELPI level increased from 29.1% in 2024 to 38.7% in 2025, while the percentage of students who decreased at least one ELPI level significantly declined from 39.6% to 18.0%. These outcomes demonstrate that the school's multilingual learner supports are helping students make stronger progress toward English proficiency. These results reflect the effectiveness of Actions 1.3 and 1.5 through implementation of integrated and designated ELD instruction, EL Achieve curriculum supports, SIOP strategies, and ongoing professional development focused on language acquisition and academic discourse.

Science performance remained stable with All Students performing 35.5 science points while maintaining an Orange performance level. English Learners also maintained at 34 points, while Hispanic students saw a small decline of 2.2 points and Socioeconomically Disadvantaged students declined by 3.9 points. These outcomes demonstrate that students are continuing to engage successfully with rigorous grade-level science instruction and academic language development within the dual-immersion setting. While there is continued work to meet state averages in Science performance, the implementation of Actions 1.2, 1.5, and 1.7 through inquiry-based learning, standards-aligned curriculum, project-based instruction, and instructional supports that promote both content mastery and language development are establishing a strong base for science outcomes.

Additionally, the school successfully maintained 100% access to standards-aligned instructional materials and full implementation of academic standards for all students, including English Learners' access to both CCSS and ELD standards. These outcomes reflect the effectiveness of Actions 1.1, 1.2, and 1.5 through strategic staffing, implementation of high-quality curriculum, ongoing professional development, and instructional coaching designed to ensure rigorous, standards-based instruction across classrooms.

Overall, Goal 1 actions have been effective in supporting continued academic growth and strengthening instructional outcomes across student groups. While English Language Arts and Mathematics performance levels remain below the state average overall, the strong increases in Distance from Standard, positive student growth data, and improvements across multiple student groups demonstrate that the school is making meaningful and encouraging progress in the right direction.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several significant revisions have been made to Goal 1 actions for the 2026–27 school year in order to strengthen instructional systems, improve implementation consistency, and accelerate student outcomes across Voices schools.

Several existing actions were revised to better align with network-wide priorities and coordinated support systems. Action 1.1, Appropriately Staff School, was updated to strengthen systems across the employee lifecycle, including recruitment, onboarding, credential monitoring, and staff retention. New strategies include individualized credentialing plans for teachers, expanded onboarding systems, and cross-departmental staffing structures designed to improve stability and instructional continuity across school sites.
Action 1.2, Implementation of Core Curriculum, was significantly expanded to emphasize consistent implementation of Tier 1 instruction, aligned lesson planning protocols, instructional pacing, and data-driven instructional systems across all schools. Updates include additional focus on writing development, language standards across content areas, TK Learning Foundations alignment, common assessment practices, Spanish language assessments, and instructional feedback systems designed to strengthen instructional coherence network-wide.
Action 1.3, Support for English Learners, was revised in response to reflection on English Learner Progress Indicator (ELPI) outcomes across several school sites. The revised action includes a stronger focus on designated and integrated ELD implementation, operationalizing the Voices dual-language instructional model, and deepening educator understanding of effective multilingual learner supports. Additional emphasis has been placed on EL Achieve implementation, SIOP strategies, progress monitoring, reclassification systems, and professional development aligned to the California English Learner Roadmap and dual-identified student supports.
Action 1.4, Support for Students with Disabilities, was expanded to strengthen Special Education systems, onboarding, collaboration structures, intervention supports, and coordinated student services across school sites. The revised action includes development of stronger systems for SST processes, intervention tracking, dyslexia screening, tutoring models, counseling supports, and collaboration between general education teachers, Education Specialists, instructional aides, and student support teams. Additionally, supports previously included under Action 1.10 (Student Service Manager) have been consolidated into Action 1.4 to create a more integrated and coordinated approach to student support services.
The network also revised intervention and instructional support systems through updates to Action 1.7, Intervention and Supplemental Materials. The updated action places increased emphasis on strengthening Tier 1 instruction within the MTSS framework while also

improving coordination of Tier II and Tier III interventions. As part of this refinement, Panorama will serve as a centralized platform for intervention planning, student progress monitoring, SST documentation, and data-informed decision-making across school sites.
In addition, Network Support Infrastructure was moved to Action 1.9, and includes language to support more consistent operational and instructional systems across the organization. This action focuses on standardizing network infrastructure, software governance, device management systems, workflow optimization, and implementation of aligned data systems and AI-supported tools designed to reduce administrative burden and strengthen organizational effectiveness.
To create greater coherence across instructional support systems, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a single revised action titled Professional Learning and Coaching Systems. This new action reflects a more integrated approach to professional learning, instructional coaching, collaborative planning, and leadership development. The revised action includes refinement of coaching cycles, strengthened PLC structures, aligned teacher and Associate Teacher development, minimum-day collaboration systems, role-alike leadership cohorts, and coordinated professional learning focused on dual-language implementation, instructional rigor, lesson planning, and data-driven instruction. These changes are intended to improve implementation consistency across classrooms and increase equitable access to high-quality instruction for all students.
Additionally, we adjusted our 3-year target for ELA and Math to better reflect growth from our year 2 outcome.
Finally, Action 1.10 (Student Service Manager) was removed for the 2026–27 school year as the role has been sunsetted. Related student support responsibilities and systems were integrated into Action 1.4 in order to strengthen alignment and coordination across Special Education and student support structures network-wide.
Additionally, Voices West Contra Costa will delete Action 1.13, Writing Program, for the 2026–27 school year in order to better align literacy and writing supports with the updated network-wide instructional planning and integrated curriculum systems.

Collectively, these revisions reflect Voices' continued commitment to refining instructional systems, strengthening multilingual learner supports, improving coordinated intervention structures, and aligning school-site implementation with the organization's updated strategic priorities in order to improve student outcomes across all schools.

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	Develop and implement comprehensive, cross-departmental systems for the entire employee lifecycle, from recruitment (including sign on bonuses for credentialed teachers), staff feedback and satisfaction loops, and competitive benefits to standardized 180-day onboarding and vacancy workflows. Individualized Credentialing Plans: Each teacher meets 1:1 with a credentialing specialist to review credentialing status, identify specific	$1,883,362.68	No

Action #	Title	Description	Total Funds	Contributing
		needs, and establish a personalized plan with clear milestones and deadlines.		
1.2	Implementation of Core Curriculum	Train and coach teachers on the Tier 1 lesson protocols, backwards planning and adjusting pacing calendars to ensure high-quality lesson planning and delivery. As a network, we will create aligned systems that ensure assessments, grading, and instructional feedback reinforce lesson planning and data protocols and develop data analysis protocols aligned to our assessment framework model, ensuring all school leaders are trained on their use in instruction. School leaders will implement these protocols on their school sites through teacher development avenues such as coaching, professional learning communities, and formal professional development opportunities. Focus areas to include: Social Studies / History curriculum development Writing development and SAS Language standards for content areas TK standards and observational checklists Assessment framework Common assessment retake guidance Progress reports & gradebooks Lesson observations aligned to lesson planning Spanish language assessments	$91,842.00	No
1.3	Support for English Learners	Conduct a deep dive into the designated and integrated ELD with our educators, recentering and operationalizing our Dual Language model in collaboration with our Voices Director of Dual Language Instructional Leadership and external partners. 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	$332,358.12	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$1,051,083.20	No
1.5	Professional Development	Develop and implement consistent professional learning structures that build teacher and staff capacity to effectively implement the instructional model, strengthen instructional coherence, and improve student outcomes across all grade levels. The network will continue refining professional learning systems through coaching cycles, professional learning communities (PLCs), collaborative planning structures, and aligned professional development opportunities focused on high-quality instruction, dual language implementation, lesson planning, instructional non-negotiables, and data-driven instructional practices. The organization has developed a revised staffing structure aligned to student enrollment levels in order to strengthen operational and instructional leadership capacity across school sites. As enrollment increases, school leadership structures will include stacked leadership	$646,912.00	Yes

Action #	Title	Description	Total Funds	Contributing
		roles such as Principal, Business Manager, Vice Principal, Dean of Culture, and Family & Community Engagement Coordinator. The network will continue investing in the development of these leaders through role-alike cohort structures designed to strengthen leadership capacity, collaboration, and implementation consistency across schools. Principals and Vice Principals will continue serving as the primary instructional leaders on school sites and will lead instructional coaching, teacher development, data analysis, and professional learning implementation. The network has also refined Associate Teacher (AT) staffing structures to align support more intentionally within TK–3 classrooms based on student enrollment and classroom needs. Weekly minimum day schedules will provide dedicated collaboration time for teachers and Associate Teachers to engage in joint professional learning, lesson planning, instructional calibration, and student data analysis multiple times per month. Professional learning structures will focus on strengthening alignment between teachers and ATs through shared academic professional development, coaching cycles, instructional planning, and implementation of the dual language model and instructional non-negotiables across classrooms. Implementation priorities will include refinement of coaching cycle models, development of PLC structures during minimum days, alignment of teacher and AT academic professional development, targeted AT professional learning opportunities, and ongoing collaboration focused on lesson planning, pacing, instructional rigor, and analysis of student learning data. These systems are designed to create consistent instructional practices across classrooms while increasing staff collaboration, instructional effectiveness, and equitable student access to high-quality learning experiences.		
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.	$78,435.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$10,071.00	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.	$643,580.90	No
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.	$1,252,568.00	No

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to school climate, attendance, behavioral, and educational partner data that demonstrate the importance of creating a safe, inclusive, and engaging learning environment where students feel connected, supported, and valued. Voices recognizes that students are more likely to attend school regularly, engage in learning, and achieve academically when their social-emotional needs are met and they have strong relationships with peers, staff, and families.

The actions within this goal work together to promote student well-being, school connectedness, and positive engagement through character development, counseling supports, attendance interventions, enrichment opportunities, restorative practices, student leadership experiences, family engagement, and safe learning environments. Metrics related to attendance, chronic absenteeism, suspension rates, school climate, and student connectedness will be used to monitor progress toward creating a positive school culture that supports the academic, social-emotional, and behavioral success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	All facilities in “Good” repair Data Year: 2023-24 Data Source: SARC 2023-24	All facilities in “Fair” repair Data Year: 2024-25 Data Source: SARC 2024-25 FIT August 2025	All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FIT September 2024			
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	90.88% Data Year: 2025-26 Data Source: P-2 Report	96% Data Year: 2026-27 Data Source: P-2 Report	+1.33%
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: 33.3% (Yellow) HISP: 33.9% (Yellow) EL: 29.8% (Yellow) SED: 32.6% (Yellow) SWD: 38.3% (Orange) Data Year: 2024-25 Data Source: Dashboard 2025	All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard 2026	All Students: -19.5% Hispanic: -20.0% EL: -16.0% SED: -16.2% SWD: -19.5%
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 2025-26 Data Source CALPADS 8.1c	0% Data Year 2026-27 Data Source CALPADS 8.1c	No difference
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: .5% (Blue) HISP: .6% (Green) EL: .5% (Blue) SED: .7% (Blue) SWD: 0% (Blue) Data Year: 2024-25 Data Source: Dashboard 2025	All: <1% HISP: <1% EL: <1% SED: <1% SWD: <1% Data Year: 2025-26 Data Source: Dashboard 2026	All Students: +0.5% Hispanic: +0.6% EL: +0.5% SED: +0.7% SWD: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 2024-25 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	No difference
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: 2025-26 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	No difference
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	Supportive Relationships 85% Grades 3-5 74% Grades 6-8 Positive Feelings about School 50% Grades 3-5 34% Grades 6-8 Student/Teacher Relationships 56% Grades 3-5 31% Grades 6-8 Sense of Belonging 48% Grades 3-5 33% Grades 6-8 School Safety --% Grades 3-5 --% Grades 6-8 School Climate --% Grades 3-5	80% Data Year: 2026-27 Data Source: Local Data	Grades 3–5 Differences Supportive Relationships: 0% Positive Feelings about School: N/A — no baseline provided Student/Teacher Relationships: -17% Sense of Belonging: -11% School Safety: N/A — no 2025-26 data provided School Climate: N/A — no baseline provided

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				--% Grades 6-8 Engagement 37% Grades 3-5 20% Grades 6-8 Data Year: 2025-26 Data Source: Local Data-Panorama		Engagement: N/A — no baseline provided Grades 6–8 Differences Supportive Relationships: -11% Positive Feelings about School: N/A — no baseline provided Student/Teacher Relationships: -28% Sense of Belonging: -13% School Safety: N/A — no 2025-26 data provided School Climate: N/A — no baseline provided Engagement: N/A — no baseline provided

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 2 actions at Voices West Contra Costa reflects continued progress in developing systems that support student engagement, social-emotional well-being, and a safe, inclusive school culture, with several actions fully implemented and others continuing to be refined.

Key actions that were fully implemented provided a strong foundation for student engagement and connectedness. The consistent provision of school supplies (Action 2.3) ensured equitable access to materials and supported full participation in learning. The implementation of middle school culture systems (Action 2.8) strengthened student identity, leadership opportunities, and a sense of belonging through structured activities and programming.

Several actions were partially implemented , reflecting meaningful progress alongside continued development. Efforts to support student health (Action 2.2) and maintain safe and clean facilities (Action 2.4) contributed to a positive learning environment. Implementation of attendance systems and tiered re-engagement strategies (Action 2.6) was in place, with ongoing opportunities to strengthen consistency and impact. Enrichment and advisory programming (Action 2.7) supported student engagement and relationship-building, while the role of the Dean of Culture (Action 2.9) contributed to fostering a positive school climate, with continued refinement needed to maximize effectiveness.

Actions 2.1 (Field Trips) and 2.5 (Positive School Climate and Culture) remain areas for continued focus to reach full implementation. While elements of these actions are in place, there is an opportunity to expand experiential learning opportunities and further strengthen schoolwide systems such as PBIS and restorative practices to ensure consistent implementation across the school.

In summary, implementation of Goal 2 actions at Voices West Contra Costa has established a solid and growing foundation for student engagement and social-emotional support, with clear progress toward full implementation. Continued focus on refining partially implemented actions and strengthening key systems will further support a safe, inclusive, and engaging environment for all students.

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.

We had several actions that resulted in a material difference between budgeted and estimated actuals. The actions include a decrease in spending for positive school culture due to partnering more with the community and receiving free resources.

The actions that received more than estimated include attendance support due to include a portion of our business manager given the work they support with improving attendance.

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

The actions implemented under Goal 2 at Voices West Contra Costa have been effective in supporting positive school climate outcomes, reducing exclusionary discipline practices, and strengthening student engagement systems, while chronic absenteeism remains an ongoing area of growth and continued focus. The 2025 California School Dashboard reflects particularly strong suspension outcomes, with the school earning a Blue performance level overall, while chronic absenteeism demonstrated a significant decline and improved to the Yellow performance level. These outcomes suggest that the school’s investments in restorative practices, relationship-centered systems, counseling supports, and student engagement structures are contributing positively to school culture and student connectedness.

Actions 2.1 through 2.4 contributed positively to creating safe, engaging, and supportive learning environments for students. Through field trips, student health services, access to school supplies, and maintenance of safe and clean facilities, the school continued providing

students with equitable access to experiential learning opportunities and supportive school environments designed to strengthen school connectedness and engagement. These actions supported relationship-building opportunities, student participation, and equitable access to instructional materials and resources needed for learning and well-being.

Actions 2.5 through 2.10 focused on strengthening school culture, attendance systems, restorative practices, enrichment programming, counseling supports, and family engagement systems. These actions included implementation of Positive Behavioral Intervention and Supports (PBIS), restorative justice practices, attendance monitoring systems, Panorama intervention tracking, student incentives, advisory and enrichment programming, counseling supports, and family partnership strategies intended to improve school connectedness, student engagement, and overall student well-being. Panorama survey data reflected strong student perceptions related to supportive relationships, with 85% of students in grades 3–5 and 74% of students in grades 6–8 reporting positive experiences related to supportive relationships with adults and peers at school. These results suggest that students continue to experience positive relationships and a strong sense of belonging within the school environment.

Chronic absenteeism demonstrated meaningful improvement during the year, declining 5.1 percentage points to 33.3% and improving to a Yellow performance level overall. English Learners declined 9.4 percentage points and earned Yellow performance, Hispanic students declined 5.4 percentage points and earned Yellow performance, Socioeconomically Disadvantaged students declined 4.9 percentage points and earned Yellow performance, and Students with Disabilities demonstrated particularly strong improvement, declining 11.2 percentage points while improving to Orange performance. These outcomes indicate that attendance interventions, relationship-building strategies, counseling supports, and family engagement efforts are beginning to positively impact student attendance and school engagement. These results reflect the implementation of Actions 2.5, 2.6, 2.7, 2.9, and 2.10 through tiered attendance interventions, attendance incentives, restorative practices, enrichment opportunities, counseling services, Panorama intervention tracking, and individualized family outreach designed to strengthen student belonging and improve attendance outcomes. At the same time, chronic absenteeism remains an important focus area for continued growth and refinement moving into the 2026–27 school year.

Suspension outcomes were a major area of success for the school. Voices West Contra Costa earned a Blue performance level overall, with the All Student suspension rate declining to just 0.5%. English Learners earned a Blue performance level at 0.5%, Socioeconomically Disadvantaged students earned Blue at 0.7%, Hispanic students earned Green at 0.6%, and Students with Disabilities earned Blue at 0.0%. These outcomes demonstrate that the school’s restorative justice practices, PBIS systems, counseling supports, student engagement activities, and relationship-centered interventions are effectively reducing exclusionary discipline practices and supporting positive student behavior outcomes. These results reflect the effectiveness of Actions 2.5, 2.7, 2.8, 2.9, and 2.10 through implementation of restorative practices, advisory and enrichment programming, middle school culture-building activities, student leadership opportunities, counseling supports, and proactive behavioral intervention systems designed to increase student engagement and strengthen school connectedness.

Additionally, the school maintained 0% expulsions and 0% middle school dropout rates, demonstrating continued success in keeping students connected to school and engaged in learning. Average Daily Attendance remained stable at 90.88%, reflecting the school’s ongoing efforts to strengthen attendance systems and family engagement practices.

Overall, Goal 2 actions have been effective in maintaining a positive and inclusive school climate, significantly reducing suspension outcomes, and improving attendance outcomes across multiple student groups. While chronic absenteeism continues to remain an area for

continued growth, the school's strong decline in absenteeism rates and positive school climate outcomes demonstrate encouraging progress and reflect the impact of coordinated student engagement, restorative, and attendance support systems.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several revisions have been made to Goal 2 actions for the 2026–27 school year in order to strengthen student engagement systems, improve school connectedness, and better support students' social-emotional well-being and attendance outcomes across Voices schools.

Action 2.3, School Supplies, was revised to strengthen equitable access to instructional materials, classroom resources, and technology tools that support high-quality instruction and student engagement across all grade levels. The updated action includes modernization of classroom resources and instructional supports for TK–8 classrooms while ensuring materials and learning tools are aligned to the school's dual language instructional model. The revised action also includes expanded staff training and implementation support related to instructional platforms and supplemental learning tools in order to strengthen differentiated learning opportunities, instructional efficiency, and student access to standards-aligned instruction.

Action 2.6, Attendance Supports, was updated in response to continued reflection on chronic absenteeism data across several student groups. The revised action places increased emphasis on proactive family engagement, community outreach, and coordinated attendance intervention systems. New strategies include working collaboratively with local non-profits, faith-based organizations, and community leaders connected to diverse communities in order to strengthen family outreach and student engagement efforts. The action also includes standardizing systems for student enrollment, registration, cumulative file maintenance, and student no-show procedures to improve consistency, early intervention, and student re-engagement processes across schools.

To create greater coherence across student engagement and school culture systems, former Action 2.5, Positive School Climate and Culture, and Action 2.7, Enrichment Activities, were consolidated into a single revised action titled Positive School Culture and Enrichment Activities. This updated action reflects a more integrated approach to student enrichment, social-emotional learning, restorative practices, character development, and school culture. The revised action expands opportunities for enrichment, tutoring, afterschool programming, and summer learning while continuing to deepen implementation of the school's culture and character development framework.

Building on the character development work implemented over the past three years, the school will continue refining a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. The updated action also strengthens partnerships with afterschool providers to expand high-quality enrichment opportunities and redesign summer programming to provide more meaningful academic, enrichment, and character-building experiences for students.

Additionally, the revised action includes expanded professional development, coaching, and collaborative learning opportunities for staff focused on implementation of the character framework, restorative responses to student behavior, character-based discipline practices, and strategies to directly support student character development across all learning environments. Professional learning will also include stronger systems for behavior documentation and data collection to improve MTSS supports, intervention planning, and coordinated student support systems.

Collectively, these revisions reflect Voices' continued commitment to strengthening school culture, improving attendance systems, deepening student engagement opportunities, and creating safe, inclusive, and relationship-centered learning environments that support the academic and social-emotional success of all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$56,106.00	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.		No
2.3	School Supplies	Provide students with equitable access to school supplies, instructional materials, classroom resources, and technology tools that support high-quality instruction, student engagement, and inclusive learning environments across all grade levels. The school will modernize classroom resources and instructional supports for TK–8 classrooms while ensuring materials, supplies, and instructional tools are aligned to and support coherence within the dual language instructional program. Teachers and staff will receive clear guidance, training, and ongoing support related to implementation of instructional platforms and supplemental learning tools, including systems such as Yeti, IXL, and AI literacy resources, to strengthen instructional efficiency, differentiated learning opportunities, and student access to standards-aligned instruction.	$35,750.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$121,704.00	No
2.5	Positive School Culture and Enrichment Activities	Provide engaging enrichment, tutoring, afterschool, and summer learning opportunities that extend student learning beyond the core instructional day while deepening implementation of the school's culture and character development framework. Building on the character work developed over the past three years, the school will continue refining its culture and character strategy to ensure social-emotional learning, restorative practices, student leadership, and character development are embedded throughout the student experience and aligned to the school's instructional and behavioral systems. This work will include strengthening partnerships with afterschool providers to expand high-quality enrichment opportunities and redesigning summer programming to provide meaningful academic, enrichment, and character-building experiences for students. The school will continue developing a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. Staff will participate in ongoing professional development, coaching, and collaborative learning focused on implementation of the character framework, character-based discipline practices, restorative responses to student behavior, and strategies to directly support student character development across all learning environments. Professional learning will also focus on creating clear systems for behavior documentation and data collection to inform MTSS supports and intervention planning	$183,573.10	Yes
2.6	Attendance Support	Working hand-in-hand with local non-profits, faith-based organizations, and community leaders who are connected to diverse communities to engage in strategic planning for community outreach, Standardize systems for	$75,841.20	No

Action #	Title	Description	Total Funds	Contributing
		student enrollment, registration, and mandated cumulative file maintenance. This includes the revision of policies and implementation practices, such as a student no show procedure.		
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.	$10,000.00	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.	$86,767.20	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	$132,838.80	Yes

Action #	Title	Description	Total Funds	Contributing
		health and social emotional well-being to better support students who have experienced trauma.		

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

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 Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased
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: 2025-26 Data Source: Local Data	4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 – 90% School Climate – 83% Data Year: 2025-26 Data Source: Local Data - Panorama	School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data	School Safety – +10% School Climate – +1%
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 79% - Teachers and Staff Respectful Relationships --%-Staff --%-Teachers Positive Working Environment --%-Staff --%-Teachers Data Year: 2025-26 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	+6%
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	3 Meetings per Year Data Year: 2025-26 Data Source: Local Data	6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	+2
3.6	Project/Portfolio Presentations	2 Meetings per Year Data Year: 2023-	5 Meetings per Year	1 Meetings per Year Data Year: 2025-	2 per year Data Year: 2026-	-1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24 Data Source: Local Data	Data Year: 2024-25 Data Source: Local Data	26 Data Source: Local Data	27 Data Source: Local Data	

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 3 actions at Voices West Contra Costa reflects strong progress in building systems that support family and community engagement, with key actions fully implemented and continued focus on expanding family participation through events and advisory structures.

Key actions that were fully implemented contributed significantly to strengthening communication and partnership with families. The Parent Academy (Action 3.2) provided families with meaningful opportunities to build knowledge and skills related to supporting student achievement, attendance, and social-emotional well-being. These sessions helped foster a stronger connection between home and school and empowered families as active partners in their child's education.

Additionally, Parent Communication systems (Action 3.3) were fully implemented, with consistent outreach through platforms such as ParentSquare, newsletters, and other communication channels. Communication was accessible and inclusive, ensuring that families remained informed, engaged, and connected to school events and student progress.

Action 3.1 (Parent and Community Engagement and Advisory) was partially implemented, reflecting progress in hosting family events and maintaining advisory structures alongside opportunities for continued growth. The school facilitated key events such as Back to School Night and Parent-Teacher Conferences, and maintained advisory groups such as the Parent Advisory Committee and English Learner Advisory Committee (ELAC). Continued focus on expanding participation, increasing consistency of events, and strengthening family leadership opportunities will further enhance this area.

Across all actions, the school experienced important successes in strengthening communication systems, increasing access to family learning opportunities, and building a welcoming and inclusive environment for families. At the same time, implementation highlighted an opportunity to further expand engagement structures and deepen family participation in school events and decision-making processes.

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

We had an action that resulted in a material difference between budgeted and estimated actuals. The action that received more than estimated include parent engagement due to going through our charter renewal process and allocating additional funds toward providing an inclusive experience for all families.

For other actions with smaller budgeted expenditure amounts that didn't have actual allocations for 25- 26 was due to reallocation of expenditures toward other priority areas.

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

The actions implemented under Goal 3 at Voices West Contra Costa have been effective in maintaining strong parent engagement systems, strengthening school-home communication, and fostering positive family perceptions related to school climate and safety. Throughout the year, the school continued providing opportunities for parent leadership, advisory participation, family education, and school-community partnership development designed to strengthen authentic collaboration between families, staff, and the broader school community. Overall, the data reflects stable implementation of engagement systems and positive outcomes across several parent and staff engagement indicators.

Action 3.1, Parent and Community Engagement and Advisory, continued supporting family engagement and shared leadership opportunities throughout the school year. The school maintained Full Implementation related to promoting parental participation for unduplicated students and students with disabilities. English Learner Advisory Committee (ELAC) participation remained stable with four meetings held during both the 2024–25 and 2025–26 school years, reflecting continued opportunities for parent voice, engagement, and participation in school decision-making processes.

Parent survey data reflected strong and improving perceptions related to school safety and school climate. School Safety survey results improved from 80% favorable in 2024–25 to 90% favorable in 2025–26, while School Climate survey results increased slightly from 82% favorable to 83% favorable. These outcomes suggest that families continue to view the school as a safe, welcoming, and supportive learning environment and reflect the positive impact of the school’s family engagement systems, communication structures, and relationship-centered culture practices.

Action 3.2, Parent Academy, maintained consistent opportunities for family education and engagement during the year. Parent education workshops remained stable with three meetings held during both the 2024–25 and 2025–26 school years, demonstrating the school’s ongoing commitment to supporting families through education related to student learning, attendance, social-emotional well-being, and family partnership strategies. At the same time, Project and Portfolio Presentation opportunities declined from five meetings during the prior year to one meeting during the 2025–26 school year, indicating an area for continued refinement and increased family engagement opportunities moving forward.

Action 3.3, Parent Communication, continued supporting communication between the school and families through ParentSquare, newsletters, the school website, and social media platforms in both English and Spanish. These communication systems helped ensure

families received consistent updates related to school events, attendance expectations, student supports, enrollment, and engagement opportunities while strengthening communication and collaboration between home and school.

Teacher and staff Panorama survey data reflected several positive outcomes related to school climate and respectful relationships. School Climate survey results improved from 73% favorable to 79% favorable among staff respondents, while Respectful Relationships survey results improved significantly from 75% favorable to 91% favorable among staff respondents. These outcomes suggest that efforts to strengthen collaboration, communication, and relationship-building positively impacted overall staff culture during the year. Positive Working Environment survey results declined slightly from 69% favorable to 60% favorable among staff respondents and from 69% favorable to 57% favorable among teachers, indicating that additional focus will be needed to continue strengthening staff support systems and workplace conditions moving forward.

Overall, Goal 3 actions have been effective in maintaining strong parent engagement systems, positive family perceptions of school climate and safety, and collaborative communication structures between families and the school community. The school will continue building upon these systems while refining family engagement opportunities and strengthening staff support systems in order to deepen authentic partnerships and maintain a positive and inclusive school 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.

Based on educational partner engagement, review of implementation data, and reflection on prior practice, Voices will largely maintain the existing Goal 3 goals, metrics, and target outcomes for the 2026–27 school year while refining engagement structures to strengthen family partnership, community outreach, and shared leadership opportunities across schools.

As part of these refinements, previous Action 3.1, Parent and Community Engagement and Advisory, and Action 3.2, Parent Academy, will be consolidated into a single revised action titled Parent and Community Partnership. This updated action reflects a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration in support of student achievement, attendance, connectedness, and overall well-being.

The revised action places increased emphasis on strengthening authentic partnerships between schools, families, and community organizations through collaboration with local non-profits, faith-based organizations, community leaders, and diverse community partners. Voices will also expand online and social media outreach strategies, including Facebook and Instagram communication campaigns, to strengthen family engagement, enrollment outreach, and community awareness.

Additionally, the revised action strengthens family leadership and governance opportunities through continued implementation of compliant English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures, along with expanded family feedback opportunities, leadership development, and participation in school planning and decision-making processes. Annual school climate surveys and ongoing family feedback opportunities will continue informing continuous improvement efforts and strengthening authentic family and community partnerships across Voices schools.

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
3.2	Parent and Community Partnership	Provide robust parent and community engagement opportunities that strengthen partnerships between school, home, and the broader community to support student achievement, attendance, connectedness, and overall well-being. Voices will strengthen student recruitment and community outreach efforts by working collaboratively with local non-profits, faith-based organizations, community leaders, and diverse community partners to increase community awareness, build authentic relationships with families, and engage prospective families in the school community. The school will utilize online and social media outreach strategies, including regular Facebook and Instagram campaigns, to increase family communication, engagement, enrollment outreach, and community awareness. The school will ensure compliant and functioning English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures and codify guides, training materials, and engagement practices to increase family participation in school governance, local advocacy, leadership opportunities, and shared decision-making processes at each school site. Voices will prioritize authentic family engagement by creating meaningful opportunities for families to provide feedback, participate in strategic planning discussions, and contribute to schoolwide decision-making processes that impact student achievement, school culture, and community engagement efforts. Annual school climate surveys and ongoing family feedback opportunities will continue to be used to inform continuous improvement efforts and strengthen authentic family and community partnerships.	$179,630.00	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.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,446,221	$124,654

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
27.169%	0.000%	$0.00	27.169%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Professional Development **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments.	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	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	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. 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.	
1.7	**Action:** Intervention and Supplemental Materials **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments. **Scope:** Schoolwide	This action is principally directed toward unduplicated pupils by strengthening the systems used to identify, monitor, and support students who are most at risk of academic, behavioral, and social-emotional challenges, including English Learners, foster youth, and socioeconomically disadvantaged students. Through targeted interventions, SST processes, counseling supports, progress monitoring, and the use of Panorama as a centralized platform, the school can more effectively provide timely and coordinated supports to address barriers to student success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and benefit from strong Tier 1 instruction, consistent intervention systems, and coordinated MTSS practices that improve	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		outcomes for all students while addressing the greatest needs of unduplicated student groups.	
2.1	**Action:** Field Trips **Need:** Local data, attendance data, and educational partner feedback indicate a need to increase student engagement, school connectedness, and attendance while providing students with meaningful opportunities to apply classroom learning in real-world contexts. Students benefit from hands-on, experiential learning opportunities that strengthen academic understanding, increase motivation, and foster a stronger connection to school. **Scope:** Schoolwide	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
2.5	**Action:** Positive School Culture and Enrichment Activities **Need:**	This action is principally directed toward unduplicated pupils by providing additional enrichment opportunities, social-emotional learning supports, restorative practices, character development experiences, and targeted behavioral interventions designed to increase student	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** Schoolwide	engagement, school connectedness, attendance, and positive behavioral outcomes. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from expanded opportunities to build strong relationships with peers and staff, develop leadership skills, and access supportive learning environments that foster belonging and academic success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, inclusive school culture, strong character development framework, and coordinated behavioral support systems benefit all students while providing the greatest benefit to students with the greatest needs.	2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness
2.9	**Action:** Dean of Culture **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of	This action is principally directed toward unduplicated pupils by providing leadership and coordination of social-emotional learning supports, student engagement initiatives, family outreach, and school culture programs that help address barriers to attendance, engagement, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from additional relationship-building, behavioral supports, enrichment opportunities, and family engagement efforts that increase their sense of belonging and connection to school. The Dean of Culture supports these efforts by	2.2: Attendance 2.3: Chronic Absenteeism 2.5: Suspension Rates 2.8: Student Surveys on the sense of safety and school connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** Schoolwide	overseeing school culture initiatives, staff training, enrichment programming, and parent education opportunities. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, safe, and engaging school culture benefits all students while providing the greatest benefit to those students with the greatest needs.	
2.10	**Action:** School Counselor **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success.	This action is principally directed toward unduplicated pupils by providing counseling services, social-emotional supports, behavioral interventions, family resources, and trauma-informed practices that address barriers to student engagement, attendance, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students are more likely to experience challenges that impact their social-emotional well-being and benefit from access to counseling, mental health resources, restorative practices, and coordinated behavioral supports. The School Counselor provides individualized and small-group counseling, family support, social skills development, staff training, and schoolwide positive behavior systems that strengthen student well-being and school connectedness. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because comprehensive social-emotional and mental health supports benefit all	2.2: Attendance 2.3: Chronic Absenteeism 2.5: Suspension Rates 2.8: Student Surveys on the sense of safety and school connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	students while providing the greatest benefit to students with the greatest needs.	
3.2	**Action:** Parent and Community Partnership **Need:** Additional support is needed to increase family participation in school events, governance structures, decision-making processes, and community outreach efforts in order to strengthen student achievement, attendance, school connectedness, and overall student well-being. **Scope:** Schoolwide	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	**Action:** Support for English Learners **Need:** English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	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;

1.5: Professional Learning and Coaching Systems , 1.7 – Interventions for struggling students; 2.5: Positive School Culture and Enrichment Activities; 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	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,323,061	1,446,221	27.169%	0.000%	27.169%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,139,519.70	$1,723,586.50	$0.00	$14,317.00	$6,877,423.20	$5,207,681.20	$1,669,742.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Appropriately Staff School	All	No			All Schools	Ongoing	$1,883,362.68	$0.00	$1,883,362.68				$1,883,362.68	
1	1.2	Implementation of Core Curriculum	All	No			All Schools	Ongoing	$0.00	$91,842.00	$91,842.00				$91,842.00	
1	1.3	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		Ongoing	$332,358.12	$0.00	$332,358.12				$332,358.12	
1	1.4	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$1,051,083.20	$0.00		$1,051,083.20			$1,051,083.20	
1	1.5	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$596,292.00	$50,620.00	$632,595.00			$14,317.00	$646,912.00	
1	1.6	Technology Infrastructure and Support	All	No			All Schools	Ongoing	$0.00	$78,435.00	$78,435.00				$78,435.00	
1	1.7	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,071.00	$10,071.00				$10,071.00	
1	1.11	After School Program and Summer School	All	No			All Schools	Ongoing	$643,580.90	$0.00		$643,580.90			$643,580.90	
1	1.12	Network Support Infrastructure	All	No			All Schools	Ongoing	$0.00	$1,252,568.00	$1,252,568.00				$1,252,568.00	
2	2.1	Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		Ongoing	$0.00	$56,106.00	$56,106.00				$56,106.00	
2	2.2	Student Health	All	No			All Schools	Ongoing								

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
2	2.3	School Supplies	All	No			All Schools	Ongoing	$0.00	$35,750.00	$35,750.00				$35,750.00	
2	2.4	Safe, Clean Facilities	All	No			All Schools	Ongoing	$79,104.00	$42,600.00	$121,704.00				$121,704.00	
2	2.5	Positive School Culture and Enrichment Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$173,573.10	$10,000.00	$183,573.10				$183,573.10	
2	2.6	Attendance Support	All	No			All Schools	Ongoing	$75,841.20	$0.00	$46,918.80	$28,922.40			$75,841.20	
2	2.8	Middle School Culture	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.9	Dean of Culture	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$86,767.20	$0.00	$86,767.20				$86,767.20	
2	2.10	School Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$132,838.80	$0.00	$132,838.80				$132,838.80	
3	3.2	Parent and Community Partnership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		Ongoing	$152,880.00	$26,750.00	$179,630.00				$179,630.00	
3	3.3	Parent Communication	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,323,061	1,446,221	27.169%	0.000%	27.169%	$1,613,939.22	0.000%	30.320 %	**Total:**	$1,613,939.22
								LEA-wide Total:	$632,595.00
								Limited Total:	$332,358.12
								Schoolwide Total:	$648,986.10

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	**1.3**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$332,358.12	
1	**1.5**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$632,595.00	
1	**1.7**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,071.00	
2	**2.1**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income		$56,106.00	
2	**2.5**	Positive School Culture and Enrichment Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$183,573.10	
2	**2.9**	Dean of Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$86,767.20	
2	**2.10**	School Counselor	Yes	Schoolwide	English Learners Foster Youth	All Schools	$132,838.80	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.2**	Parent and Community Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income		$179,630.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,783,655.00	$6,174,103.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Appropriately Staff School	No	$1,573,353.00	$ 1,552,269
1	**1.2**	Implementation of Core Curriculum	No	$160,293.00	$ 217,000
1	**1.3**	Support for English Learners	Yes	$104,098.00	$ 517,423
1	**1.4**	Support for Students with Disabilities	No	$891,160.00	$ 850,487
1	**1.5**	Professional Development	Yes	$67,330.00	$ 4,766
1	**1.6**	Technology Infrastructure and Support	No	$81,472.00	$ 82,126
1	**1.7**	Intervention and Supplemental Materials	Yes	$22,868.00	$ 7,302
1	**1.8**	Instructional Coach and Principal	No	$266,942	$ 367,440
1	**1.9**	Associate Teachers	Yes	$474,188.00	$ 515,512
1	**1.10**	Student Services Manager	Yes	$94,116.00	$ 103,285
1	**1.11**	After School Program and Summer School	Yes	$601,389.00	$ 431,695

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	1.12	Network Support Infrastructure	No	$899,081.00	$ 903,232
1	1.13	Writing Program	No	$2,000.00	
2	2.1	Field Trips	Yes	$55,550.00	$ 55,550
2	2.2	Student Health	No	$2,121.00	
2	2.3	School Supplies	Yes	$41,126.00	$ 22,018
2	2.4	Safe, Clean Facilities	No	$168,531.00	$ 96,876
2	2.5	Positive School Climate and Culture	Yes	$23,735.00	
2	2.6	Attendance Support	No	$3,500.00	$ 45,552
2	2.7	Enrichment Activities and Advisory Curriculum	No	$35,350.00	$ 76,181
2	2.8	Middle School Culture	No	$15,150.00	
2	2.9	Dean of Culture	Yes	$108,074.00	$ 112,320
2	2.10	School Counselor	Yes	$83,138.00	$ 82,368
3	3.1	Parent and Community Engagement and Advisory	No	$2,020.00	$ 130,701

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Parent Academy	Yes	$5,555.00	
3	3.3	Parent Communication	No	$1,515.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,170,367	$1,681,167.00	$1,852,239.00	($171,072.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Support for English Learners	Yes	$104,098	$ 517,423		
1	1.5	Professional Development	Yes	$67,330	$ 4,766		
1	1.7	Intervention and Supplemental Materials	Yes	$22,868	$ 7,302		
1	1.9	Associate Teachers	Yes	$474,188.00	$ 515,512		
1	1.10	Student Services Manager	Yes	$94,116	$ 103,285		
1	1.11	After School Program and Summer School	Yes	$601,389	$ 431,695		
2	2.1	Field Trips	Yes	$55,550.00	$ 55,550		
2	2.3	School Supplies	Yes	$41,126.00	$ 22,018		
2	2.5	Positive School Climate and Culture	Yes	$23,735.00			
2	2.9	Dean of Culture	Yes	$108,074	$ 112,320		
2	2.10	School Counselor	Yes	$83,138.00	$ 82,368		
3	3.2	Parent Academy	Yes	$5,555.00			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,317,770	1,170,367	0%	27.106%	$1,852,239.00	0.000%	42.898%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Stockton (ST) Review of Local Indicators and 2026-27 LCAP Approval

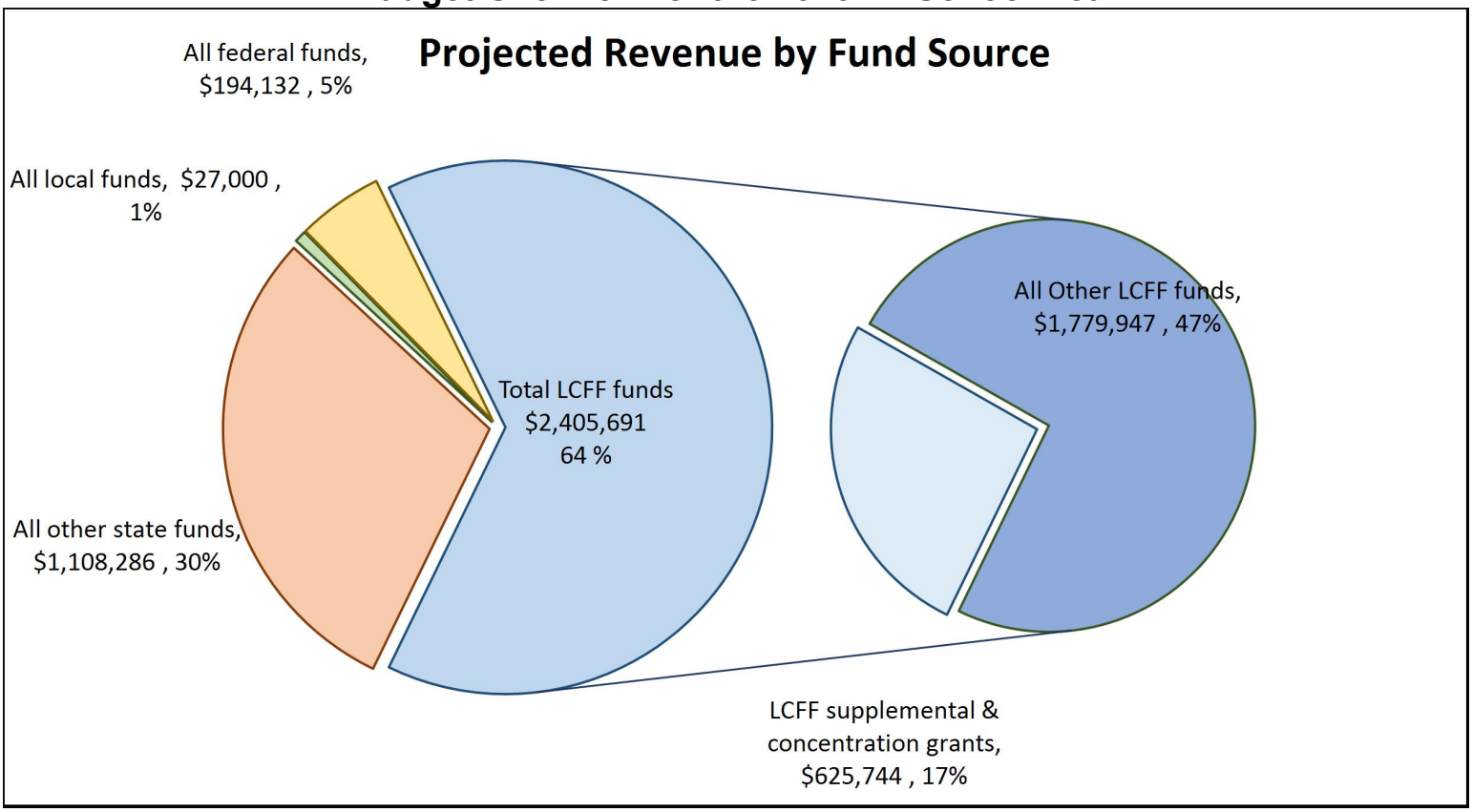
Section: III. 2026-27 Local Indicators Review and LCAP Approval
Item: E. Stockton (ST) Review of Local Indicators and 2026-27 LCAP Approval
Purpose: Vote
Submitted by:
Related Material:
2026_Local_Control_and_Accountability_Plan_Voices_College-Bound_Language_Academy_at_Stockton_20260617.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Stockton
CDS Code: 39 68676 0139907
School Year: 2026-27
LEA contact information:
Alvaro Gutierrez
Principal
algutierrez@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).

Budget Overview for the 2026-27 School Year

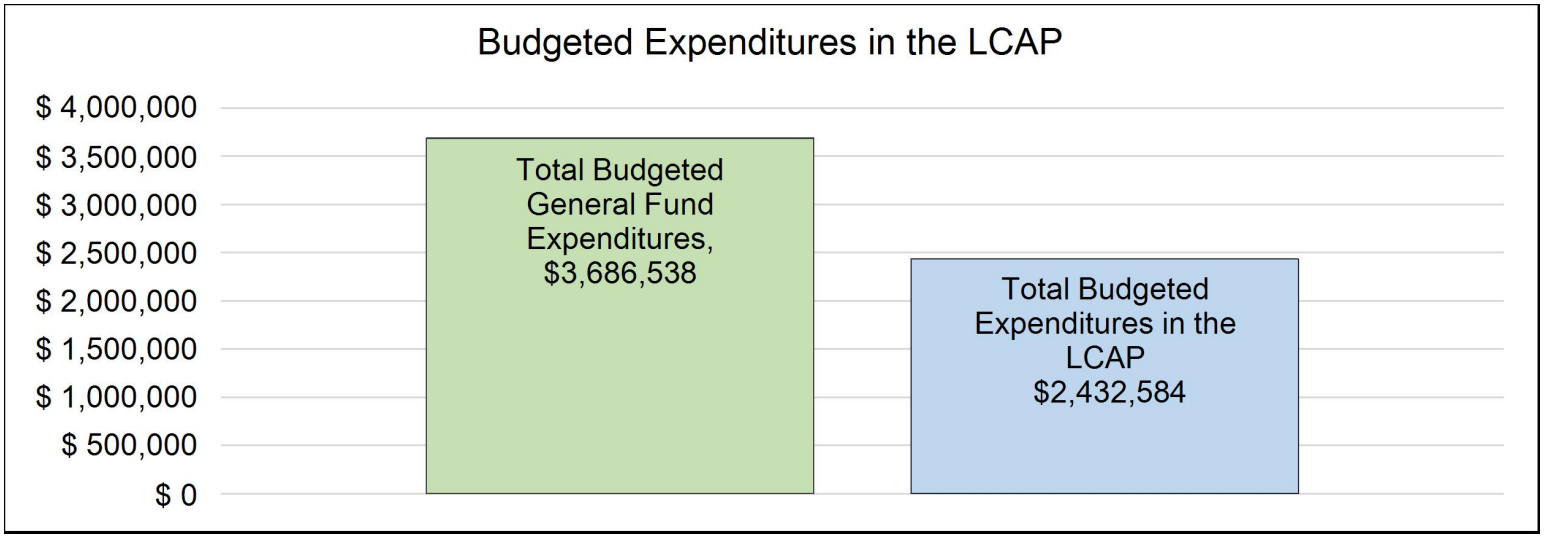


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Stockton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Stockton is $3,735,109, of which $2,405,691 is Local Control Funding Formula (LCFF), $1,108,286 is other state funds, $27,000 is local funds, and $194,132 is federal funds. Of the $2,405,691 in LCFF Funds, $625,744 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Stockton plans to spend $3,686,538 for the 2026-27 school year. Of that amount, $2,432,583.60 is tied to actions/services in the LCAP and $1,253,954.4 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

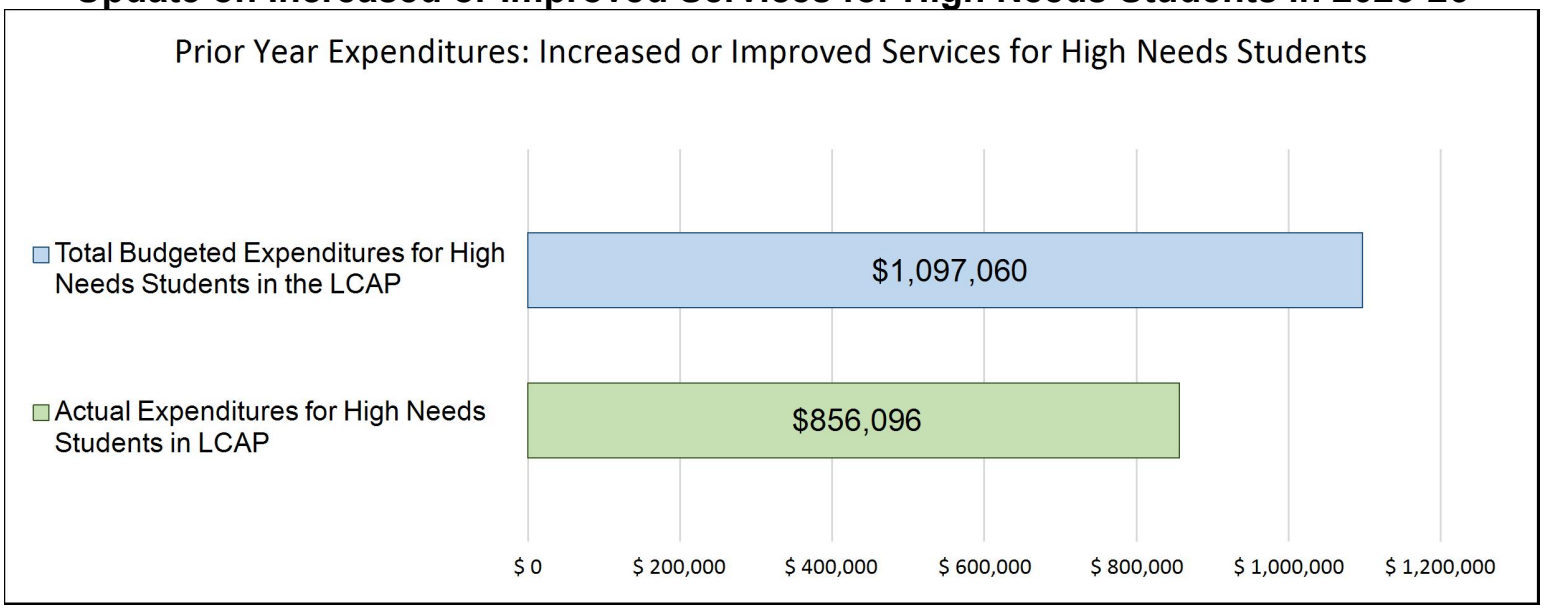
Funds not included in the LCAP include funds toward School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Voices College-Bound Language Academy at Stockton is projecting it will receive $625,744 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 $655,148.12 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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 2025-26, Voices College-Bound Language Academy at Stockton's LCAP budgeted $1,097,060.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Stockton actually spent $856,096.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $240,964 had the following impact on Voices College-Bound Language Academy at Stockton’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 25-26 was a 22% difference from total budgeted expenditures. The 22% difference resulted from staffing vacancies, lower enrollment, and unspent funds in planned interventions. However, this did not have an impact on services planned for our high needs students.

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	Alvaro Gutierrez Principal	algutierrez@voicescharterschool.com 408-571-6404

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Voices College-Bound Language Academy at Stockton ("Voices") is an independent TK-6 (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-6 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-6 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.

í 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 2025 reports that in 2024-2025, Voices served 139 students with diverse needs and backgrounds: 82.7% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 41% of students were English Learners (“ELs”); 10.8% of students with disabilities (“SWD”); .7% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2024-25 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (92.8%), African American/Black (4.3%), White (1.4%), Two or More Races (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 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.

As we reflect on the 2025 California School Dashboard results for Voices College-Bound Language Academy at Stockton, we are proud of the meaningful progress our students and staff have achieved this year. The Dashboard highlights encouraging growth in English Language Arts, steady progress in Mathematics, and exceptional outcomes in school climate. These results reflect our team's commitment to continuous improvement and to supporting every student. At the same time, the data provides clear direction for where we will focus our efforts to ensure all students accelerate toward proficiency and experience strong academic and social-emotional success

- Significant Growth in English Language Arts: Our ELA performance showed strong improvement, with All Students increasing 18.1 points to 70.4 points below standard, earning an Orange performance level. This growth was reflected across student groups, including Hispanic students (69.9 points below standard, increased 22.4 points, Yellow) and Socioeconomically Disadvantaged students (79.9 points below standard, increased 10.0 points, Orange). While we remain below standard and in the Orange performance level, these gains represent meaningful acceleration in literacy development and demonstrate the impact of our focused instructional efforts.
- Positive Momentum in Mathematics: Mathematics performance showed smaller growth, with All Students increasing 3.2 points to 57.5 points below standard, earning a Yellow performance level. Student groups demonstrated some progress, including Hispanic students (56.3 points below standard, increased 4.3 points, Yellow) and Socioeconomically Disadvantaged students (63.0 points below standard, maintained at a small decrease of 1.2 points, Orange). While growth is more modest than in ELA, these results indicate a foundation we can continue to build upon.

- Exceptional School Climate and Suspension Outcomes: Our Suspension Rate is a major highlight, with All Students and every student group at 0.0% suspended, declining 0.8 percentage points and earning a Blue performance level. These results reflect the strength of our school culture and our commitment to maintaining a safe, inclusive, and supportive learning environment.

While we are encouraged by these areas of progress, we also recognize important opportunities to strengthen outcomes for our students. The Dashboard data provides clear guidance for where we will focus next.

- English Learner Progress as an Area of Focus: English Learner Progress declined to 32.5% of students making progress toward proficiency, a decrease of 11.3 percentage points, resulting in a Red performance level. The school's Red performance level on the English Learner Progress Indicator (ELPI) highlighted the need to strengthen systems and supports for multilingual learners. In response, the school has updated Action 1.3 to place a renewed focus on implementation fidelity, progress monitoring, and the effective delivery of both designated and integrated English Language Development (ELD). During the 2026–27 school year, the school will conduct a deep review of ELD practices and continue operationalizing its Dual Language instructional model in partnership with the Voices Director of Dual Language Instructional Leadership and external partners. English Learners will receive daily designated ELD instruction in leveled groups, integrated language supports across core content areas, and access to supplemental curriculum designed to accelerate language acquisition and support reclassification. In addition, staff will participate in ongoing professional development focused on effective ELD implementation, SIOP strategies, the California English Learner Roadmap, the English Learner Master Plan, and supports for dual-identified students. These efforts are intended to strengthen language development, increase English Learner proficiency, and improve long-term academic outcomes for multilingual learners.
- Chronic Absenteeism Remains Elevated: Although rates declined, Chronic Absenteeism remains in the Orange range across all student groups, including All Students (34.3%, declined 4.6 points, Orange), English Learners (40.7%, declined 4.4 points, Orange), Hispanic students (36.2%, declined 3.1 points, Orange), and Socioeconomically Disadvantaged students (34.5%, declined 2.7 points, Orange). This indicates a continued need to strengthen attendance systems and deepen engagement with families to support consistent student participation.

Learning Recovery and Emergency Block Grant: Voices has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Action 2.
We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
Our needs assessment identified academic achievement as high-priority areas for improvement, particularly for our significant student groups. Data from our school climate surveys and ELA and Math from the CA School Dashboard show disproportionate impacts on these groups, reinforcing the urgency to invest in materials to accelerate academic proficiency. The metrics used to monitor this action will include:

- ELA and Math DFS (by subgroup)
- ELPI
- CAST

This action aligns with the allowable LREBG use under EC Section 32526(c)(2)(B)(ii)

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable. Voices was not identified for Technical Assistance.

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 Improvement ("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.

Voices is not eligible for Comprehensive Support and Improvement ("CSI").

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 Improvement ("CSI").

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	6/4/26-6/24/26: Public comment period or notification to members of the public of the opportunity to

Educational Partner(s)	Process for Engagement
	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	6/4/26 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/24/26 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 6/24/26 in accordance with Education Code section 52062(b)(2).

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partner feedback gathered through surveys, meetings, advisory committees, family engagement opportunities, staff collaboration structures, and the broader network-wide strategic planning process indicated overall support for the LCAP goals, metrics, and actions. Families, staff, students, and community partners consistently identified increasing English Language Arts and Mathematics performance, strengthening English Learner progress, and reducing chronic absenteeism as continued priorities. Feedback also emphasized the importance of maintaining strong school culture systems, consistent instructional practices, coordinated student supports, and meaningful family engagement opportunities.

As a result of this engagement process and reflection on student outcome data, Voices made several strategic revisions to actions across Goals 1, 2, and 3 to better align network-wide systems, resources, and supports with identified student and community needs.

Under Goal 1, Actions 1.1 (Appropriately Staff School), 1.2 (Implementation of Core Curriculum), 1.3 (Support for English Learners), 1.4 (Support for Students with Disabilities), 1.7 (Intervention and Supplemental Materials), and 1.9 (Network Support Infrastructure) were all revised to strengthen implementation consistency, instructional coherence, multilingual learner supports, Special Education systems, intervention coordination, and data-driven instructional practices across schools. In response to educational partner feedback and English Learner Progress Indicator (ELPI) outcomes, the network strengthened supports related to integrated and designated ELD instruction, progress monitoring systems, and professional development for educators serving multilingual learners. Additionally, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a revised Professional Learning and Coaching Systems action to create greater alignment across teacher development, instructional coaching,

collaborative planning, and leadership support systems. Action 1.10 (Student Service Manager) was removed and integrated into Action 1.4 to strengthen coordination of Special Education and student support systems.

Under Goal 2, Action 2.3 (School Supplies) was revised to strengthen equitable access to instructional materials, classroom resources, technology tools, and supplemental instructional platforms aligned to the dual-language instructional model. Action 2.6 (Attendance Supports) was also revised in response to chronic absenteeism trends across several student groups and now includes expanded family outreach, community partnerships, standardized attendance procedures, and stronger student re-engagement systems. Additionally, former Action 2.5 (Positive School Climate and Culture) and Action 2.7 (Enrichment Activities) were consolidated into a revised Positive School Culture and Enrichment Activities action to better align enrichment programming, restorative practices, social-emotional learning, character development, and school culture systems.

Under Goal 3, previous Action 3.1 (Parent and Community Engagement and Advisory) and Action 3.2 (Parent Academy) were consolidated into a revised Parent and Community Partnership action. This updated action creates a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration while expanding opportunities for family feedback, advisory participation, strategic planning involvement, and shared decision-making. The revised action also includes expanded collaboration with community organizations, faith-based groups, and local leaders, along with increased use of online communication and social media outreach strategies to strengthen family engagement and community awareness across Voices schools.

Collectively, these revisions reflect the Voices network’s continued commitment to using educational partner feedback, student outcome data, and strategic planning processes to refine systems, strengthen implementation, and improve academic, engagement, and social-emotional outcomes for all students.

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to student achievement data, English Learner outcomes, and educational partner feedback that identified the need to improve academic performance for all students while accelerating achievement for significant student groups, particularly English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Voices remains committed to ensuring students achieve at high levels in English Language Arts, Spanish Language Arts, Mathematics, and Science through its dual-immersion instructional model and a strong focus on standards-based instruction.

The actions within this goal work together to provide students with access to highly qualified staff, high-quality curriculum, targeted support for English Learners and Students with Disabilities, meaningful professional development, technology resources, intervention programs, instructional coaching, supplemental staffing, extended learning opportunities, and coordinated student support services. Together, these actions strengthen Tier 1 instruction while providing targeted academic interventions and enrichment opportunities to meet diverse student needs. Metrics related to academic achievement, English Learner progress, assessment results, reclassification, and implementation of standards-aligned instruction will be used to monitor progress and ensure students are prepared for success in college, career, and life.

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	2.3 FTE 0.0% Clear 0.0% Out-of-Field 0.0% Intern 100.0% Ineffective 0.0% Incomplete	4.3 FTE 52.9% Clear 0.0% Out-of-Field 23.5% Intern 23.5% Ineffective 0.0% Incomplete	10.0% Clear 0.0% Out-of-Field 10% Intern 80% Ineffective 0.0% Incomplete 0.0% Unknown	Clear: +27.9% Out-of-Field: 0.0% Intern: +23.5% Ineffective: -51.5% Incomplete: 0.0% Unknown: 0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0.0% Unknown Data Year: 2021-22 Data Source: DataQuest	0.0% Unknown Data Year: 2022-23 Data Source: DataQuest	0.0% Unknown Data Year: 2023-24 Data Source: DataQuest	 Data Year: 2024-25 Data Source: DataQuest	FTE: +0.3 FTE
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: 2025-26 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	No difference
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 Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased
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%	2024-25 ELA Distance from Standard Overall: -70.4 (Orange) HISP: -69.9 (Yellow) SED: -79.9 (Orange) EL: -101.4 Percent Meets and Exceeds: Overall: 21.82%	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%	ELA Distance from Standard (DFS) Difference Overall: +8.0 points Hispanic: N/A — no baseline listed SED: N/A — baseline set in 2024 EL: N/A — baseline set in 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: Spring 2024 Data Source: CAASPP	HISP: 21.15% SED: 18.37% EL: 4% Data Year: Spring 2025 Data Source: CAASPP	Data Year: Spring 2026 Data Source: CAASPP	ELA Proficiency (Percent Meets and Exceeds) Difference Overall: +7.53% Hispanic: N/A — baseline listed as “Too Few” SED: +9.28% EL: N/A — baseline listed as “Too Few”
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	2024-25 Math Distance from Standard Overall: -57.5 (Yellow) HISP: -56.3 (Yellow) SED: -63 (Orange) EL: -89.8 Percent Meets or Exceeds: Overall: 22.22% HISP: 21.57% SED: 20.83% EL: 8% Data Year: Spring 2025 Data Source: CAASPP	2025-26 Math Distance from Standard Overall: -54.5 HISP: -53.3 SED: -60 EL: -86.8 Percent Meets or Exceeds: Overall: 36.43% HISP: 28.92% SED: 33.18% EL: 10.0% Data Year: Spring 2026 Data Source: CAASPP	Math Distance from Standard (DFS) Difference Overall: -5.3 points Hispanic: N/A — no baseline listed SED: N/A — baseline set in 2024 EL: N/A — baseline set in 2024 Math Proficiency (Percent Meets or Exceeds) Difference Overall: +0.79% Hispanic: N/A — baseline listed as “Too Few” SED: +2.65% EL: N/A — baseline listed as “Too Few”

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 18.18% HISP: * SED: * EL: * Data Year: Spring 2025 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	Voices discontinued the contract with MAP at the end of the 2024-25 school year. The decision was made to suspend the Spring IXL benchmark to allow students to focus on SBAC preparation and testing.	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	NA
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	56.4% Proficient STAR SLA Data Year: 2025-26 Data Source: Local Assessment Data	SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	+20.4%
1.9	Math Local Assessment –MAP	No Data on Growth 13% Proficient MAP	No Data on Growth 63.4% Proficient MAP in Fall 2024	Voices discontinued the contract with MAP at the end of the	-0.2 Conditional Growth Index (CGI)	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Local Assessment Data	53% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data	2024-25 school year. The decision was made to suspend the Spring IXL benchmark to allow students to focus on SBAC preparation and testing.	50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	
1.10	EL students making progress toward English Proficiency	ELPI has no performance color for 2023 ELPI is 37.5% Data Year: 2022-23 Data Source: 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 Red for 2025 ELPI is 32.5% Data Year: 2024-25 Data Source: Dashboard 2025 (State – 46.4%)	ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	-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	Data release delayed by the CDE Data Year: 2024-25 Data Source: Dataquest	EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, implementation of Goal 1 actions at Voices Stockton reflects ongoing development of instructional systems within the dual-immersion model, with progress made in several areas and continued focus needed to reach full implementation across all actions.

Key actions that were fully implemented provided an important foundation for schoolwide coherence and support. The Network Support Infrastructure (Action 1.12) ensured alignment across instructional and operational systems, clear communication, and access to resources necessary to support implementation of the academic program.

Several actions were partially implemented (Actions 1.1, 1.2, 1.4, 1.5, 1.10, and 1.11), reflecting meaningful progress alongside the continued development of systems and structures. Efforts to ensure appropriate staffing (Action 1.1) were underway, with a focus on building stability and supporting staff capacity. Implementation of the core curriculum (Action 1.2) and professional development (Action 1.5) showed progress, with increasing alignment and opportunities for teacher learning, though continued focus is needed to ensure consistent fidelity across classrooms. Supports for Students with Disabilities (Action 1.4) and coordination through the Student Services Manager (Action 1.10) were in place and developing, with ongoing efforts to strengthen collaboration, service delivery, and progress monitoring. The After School and Summer School programs (Action 1.11) were implemented and expanding, providing additional opportunities for academic support and enrichment.

Actions 1.3 (Support for English Learners), 1.7 (Intervention and Supplemental Materials), and 1.9 (Associate Teachers) remain areas for continued focus to reach full implementation. While elements of these systems are in place, there is an opportunity to further strengthen instructional supports for English Learners, refine intervention structures and the use of supplemental materials, and build the capacity and alignment of instructional coaching and classroom-based support staff to ensure consistent, high-quality instruction across all classrooms. We were unable to hire for an instructional coach for school year 25-26.

In summary, implementation of Goal 1 actions at Voices Stockton has established a developing foundation for improving student achievement, with clear areas identified for continued growth. Ongoing focus on strengthening partially implemented actions and advancing those still in development will support the school in fully realizing the goals of the dual-immersion program and accelerating outcomes for all students.

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.

Several actions had material differences between budgeted and estimated actuals. The actions that saw an increase from budgeted to estimated actuals were: Implementation of Core Curriculum due to purchase of new science curriculum, Support for English Learners due to allocating a larger portion of our core teachers in support of our multi-language learners.
Actions that saw a decrease in spending were professional development due to receiving a grant to work with external partners to provide professional development, afterschool programs due to lower enrollment from students into the different program offerings, associate teachers due to lower enrollment and the inability to hire as many associate teachers as planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 1 at Voices Stockton have demonstrated encouraging progress toward improving student achievement in English Language Arts and Mathematics within the school's dual-immersion model. The 2025 California School Dashboard reflects continued academic growth in both content areas, particularly in English Language Arts, while also highlighting English Learner Progress as

a significant area of focus moving forward. Overall, the data indicate that the school's instructional systems and academic supports are producing positive outcomes for students, while also identifying opportunities to further strengthen targeted multilingual learner supports during the 2026–27 school year.

In English Language Arts, All Students improved 18.1 points in Distance from Standard, earning an Orange performance level at 70.4 points below standard. Hispanic students improved 22.4 points and earned a Yellow performance level, while English Learners improved 15.7 points and Socioeconomically Disadvantaged students improved 10 points. ELA Growth data further showed that 80.6% of students improved their scores from the prior year, including 86.2% of Hispanic students. These outcomes demonstrate encouraging academic growth and reflect the impact of Actions 1.2, 1.5, 1.7, 1.8, and 1.9 through implementation of standards-aligned literacy instruction, instructional coaching, intervention supports, associate teacher support, and professional development focused on biliteracy and differentiated instruction. Additionally, local STAR Assessment data demonstrated substantial growth in student literacy performance, with proficiency rates increasing from 36% proficient in Year 1 to 56.4% proficient in Year 2.

The school's math data also reflects the effectiveness of Actions 1.2, 1.5, 1.7, and 1.9 through targeted intervention, differentiated small-group instruction, instructional coaching, and ongoing professional development focused on conceptual understanding and mathematical discourse within the dual-immersion model. All Students improved 3.2 points in Distance from Standard and earned a Yellow performance level. Hispanic students improved 4.3 points, while Socioeconomically Disadvantaged students declined by 1.2 points, but still remain above the state average. Mathematics Growth data showed that 74.2% of students improved their scores from the prior year, including 78.6% of English Learners and 75.9% of Hispanic students. While growth in Mathematics was more modest than English Language Arts, the school continues to demonstrate gradual progress toward grade-level standards and stronger student performance outcomes.

English Learner Progress remains a significant focus area for the school. Voices Stockton earned a Red performance level on the English Learner Progress Indicator (ELPI), with English Learners declining 11.3 percentage points in progress toward English language proficiency. The percentage of students progressing at least one ELPI level declined from 38.7% in 2024 to 27.5% in 2025, while the percentage of students decreasing at least one ELPI level increased substantially from 12.9% to 42.5%. While these results indicate that existing English Learner supports were not as effective as intended during the year, the school recognizes this as a critical opportunity for improvement. As a result, Voices Stockton will place an increased focus during the 2026–27 school year on refining and strengthening its English Learner actions, including more targeted designated and integrated ELD instruction, deeper implementation of EL instructional strategies, stronger progress monitoring systems, and additional professional development and coaching focused on multilingual learner outcomes. These next steps will build upon Actions 1.3 and 1.5 to ensure English Learners receive increasingly responsive and effective academic and language supports.

Additionally, the school successfully maintained 100% access to standards-aligned instructional materials and full implementation of academic standards for all students, including ensuring English Learners' access to both CCSS and ELD standards. These outcomes reflect the effectiveness of Actions 1.1, 1.2, and 1.5 through ongoing curriculum implementation, instructional coaching, strategic staffing, and professional development designed to support rigorous and equitable instruction across classrooms.

Overall, Goal 1 actions have supported continued academic growth in English Language Arts and Mathematics while helping maintain positive science achievement outcomes. At the same time, the school recognizes that English Learner Progress remains an urgent area for

continued growth and refinement. Voices Stockton will continue building on its instructional foundation during the 2026–27 school year with a stronger and more focused emphasis on multilingual learner achievement and language acquisition outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several significant revisions have been made to Goal 1 actions for the 2026–27 school year in order to strengthen instructional systems, improve implementation consistency, and accelerate student outcomes across Voices schools.

- Several existing actions were revised to better align with network-wide priorities and coordinated support systems. Action 1.1, Appropriately Staff School, was updated to strengthen systems across the employee lifecycle, including recruitment, onboarding, credential monitoring, and staff retention. New strategies include individualized credentialing plans for teachers, expanded onboarding systems, and cross-departmental staffing structures designed to improve stability and instructional continuity across school sites.
- Action 1.2, Implementation of Core Curriculum, was significantly expanded to emphasize consistent implementation of Tier 1 instruction, aligned lesson planning protocols, instructional pacing, and data-driven instructional systems across all schools. Updates include additional focus on writing development, language standards across content areas, TK Foundations alignment, common assessment practices, Spanish language assessments, and instructional feedback systems designed to strengthen instructional coherence network-wide.
- Action 1.3, Support for English Learners, was revised in response to reflection on English Learner Progress Indicator (ELPI) outcomes across several school sites. The revised action includes a stronger focus on designated and integrated ELD implementation, operationalizing the Voices dual-language instructional model, and deepening educator understanding of effective multilingual learner supports. Additional emphasis has been placed on EL Achieve implementation, SIOP strategies, progress monitoring, reclassification systems, and professional development aligned to the California English Learner Roadmap and dual-identified student supports.
- Action 1.4, Support for Students with Disabilities, was expanded to strengthen Special Education systems, onboarding, collaboration structures, intervention supports, and coordinated student services across school sites. The revised action includes development of stronger systems for SST processes, intervention tracking, dyslexia screening, tutoring models, counseling supports, and collaboration between general education teachers, Education Specialists, instructional aides, and student support teams. Additionally, supports previously included under Action 1.10 (Student Service Manager) have been consolidated into Action 1.4 to create a more integrated and coordinated approach to student support services.
- The network also revised intervention and instructional support systems through updates to Action 1.7, Intervention and Supplemental Materials. The updated action places increased emphasis on strengthening Tier 1 instruction within the MTSS framework while also improving coordination of Tier II and Tier III interventions. As part of this refinement, Panorama will serve as a centralized platform for intervention planning, student progress monitoring, SST documentation, and data-informed decision-making across school sites.
- In addition, Network Support Infrastructure was moved to Action 1.9, and includes language to support more consistent operational and instructional systems across the organization. This action focuses on standardizing network infrastructure, software

governance, device management systems, workflow optimization, and implementation of aligned data systems and AI-supported tools designed to reduce administrative burden and strengthen organizational effectiveness.

- To create greater coherence across instructional support systems, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a single revised action titled Professional Learning and Coaching Systems. This new action reflects a more integrated approach to professional learning, instructional coaching, collaborative planning, and leadership development. The revised action includes refinement of coaching cycles, strengthened PLC structures, aligned teacher and Associate Teacher development, minimum-day collaboration systems, role-alike leadership cohorts, and coordinated professional learning focused on dual-language implementation, instructional rigor, lesson planning, and data-driven instruction. These changes are intended to improve implementation consistency across classrooms and increase equitable access to high-quality instruction for all students.
- Additionally, Voices Stockton will delete the actions related to Project-Based Learning, Leadership Team, and Collaborative Learning Community for the 2026–27 school year in order to better align school-site supports and instructional priorities with the updated network-wide strategic plan and integrated instructional systems. Key components of these actions, including collaboration structures, instructional leadership development, and student-centered instructional practices, will continue to be embedded throughout revised Goal 1 actions such as Professional Learning and Coaching Systems, Implementation of Core Curriculum, and Network Support Infrastructure to create greater coherence and consistency across schools.
- Finally, Action 1.10 (Student Service Manager) was removed for the 2026–27 school year as the role has been sunsetted. Related student support responsibilities and systems were integrated into Action 1.4 in order to strengthen alignment and coordination across Special Education and student support structures network-wide.

Collectively, these revisions reflect Voices' continued commitment to refining instructional systems, strengthening multilingual learner supports, improving coordinated intervention structures, and aligning school-site implementation with the organization's updated strategic priorities in order to improve student outcomes across all schools.

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	Develop and implement comprehensive, cross-departmental systems for the entire employee lifecycle, from recruitment (including sign on bonuses for credentialed teachers), staff feedback and satisfaction loops, and competitive benefits to standardized 180-day onboarding and vacancy workflows. Individualized Credentialing Plans: Each teacher meets 1:1 with a credentialing specialist to review credentialing status, identify specific needs, and establish a personalized plan with clear milestones and deadlines.	$399,239.28	No

Action #	Title	Description	Total Funds	Contributing
1.2	Implementation of Core Curriculum	Train and coach teachers on the Tier 1 lesson protocols, backwards planning and adjusting pacing calendars to ensure high-quality lesson planning and delivery. As a network, we will create aligned systems that ensure assessments, grading, and instructional feedback reinforce lesson planning and data protocols and develop data analysis protocols aligned to our assessment framework model, ensuring all school leaders are trained on their use in instruction. School leaders will implement these protocols on their school sites through teacher development avenues such as coaching, professional learning communities, and formal professional development opportunities. Focus areas to include: Social Studies / History curriculum development Writing development and SAS Language standards for content areas TK Foundations and observational checklists Assessment framework Common assessment retake guidance Progress reports & gradebooks Lesson observations aligned to lesson planning Spanish language assessments	$53,600.00	No
1.3	Support for English Learners	Conduct a deep dive into the designated and integrated ELD with our educators, recentering and operationalizing our Dual Language model in collaboration with our Voices Director of Dual Language Instructional Leadership and external partners. 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	$326,650.32	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.4	Support for Students with Disabilities	Strengthen systems, onboarding processes, collaboration structures, and professional development opportunities to support high-quality Special Education services and coordinated student supports across school sites. The network will develop and implement comprehensive onboarding and development plans for Program Specialists, Education Specialists, and Special Education Instructional Aides (SPED IAs) to ensure staff have clear guidance, role clarity, and ongoing support aligned to student needs and compliance requirements. The network will continue strengthening collaboration structures between Education Specialists, General Education teachers, SPED Instructional Aides, counselors, and student support teams to improve alignment of instructional supports, accommodations, interventions, and student progress monitoring practices. Implementation priorities will also include development and refinement of tutoring models, dyslexia screening and intervention systems, intervention tracking tools, Student Success Team (SST) protocols aligned to promotion and retention practices, and counselor playbooks and student support processes designed to strengthen coordinated academic, behavioral, and social-emotional supports for students. This action ensures that SPED protocols and systems will be developed and co-owned across departments/sites' staff, building collective efficacy, increasing clarity of expectations, improving compliance fidelity, and strengthening student outcomes, service to the families, and staff professionalism network-wide.	$368,934.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Professional Learning and Coaching Systems	Develop and implement consistent professional learning structures that build teacher and staff capacity to effectively implement the instructional model, strengthen instructional coherence, and improve student outcomes across all grade levels. The network will continue refining professional learning systems through coaching cycles, professional learning communities (PLCs), collaborative planning structures, and aligned professional development opportunities focused on high-quality instruction, dual language implementation, lesson planning, instructional non-negotiables, and data-driven instructional practices. The organization has developed a revised staffing structure aligned to student enrollment levels in order to strengthen operational and instructional leadership capacity across school sites. As enrollment increases, school leadership structures will include stacked leadership roles such as Principal, Business Manager, Vice Principal, Dean of Culture, and Family & Community Engagement Coordinator. The network will continue investing in the development of these leaders through role-alike cohort structures designed to strengthen leadership capacity, collaboration, and implementation consistency across schools. Principals and Vice Principals will continue serving as the primary instructional leaders on school sites and will lead instructional coaching, teacher development, data analysis, and professional learning implementation. The network has also refined Associate Teacher (AT) staffing structures to align support more intentionally within TK–3 classrooms based on student enrollment and classroom needs. Weekly minimum day schedules will provide dedicated collaboration time for teachers and Associate Teachers to engage in joint professional learning, lesson planning, instructional calibration, and student data analysis multiple times per month. Professional learning structures will focus on strengthening alignment between teachers and ATs through shared academic professional development, coaching cycles, instructional planning, and implementation of the dual language model and instructional non-negotiables across classrooms. Implementation priorities will include refinement of coaching cycle models, development of PLC structures during minimum days, alignment of teacher and AT academic professional development, targeted AT professional	$173,884.80	Yes

Action #	Title	Description	Total Funds	Contributing
		learning opportunities, and ongoing collaboration focused on lesson planning, pacing, instructional rigor, and analysis of student learning data. These systems are designed to create consistent instructional practices across classrooms while increasing staff collaboration, instructional effectiveness, and equitable student access to high-quality learning experiences.		
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.	$69,139.00	No
1.7	Intervention and Supplemental Materials	Develop coordinated systems that identify, monitor, and support students through targeted intervention, Student Success Team (SST) processes, counseling supports, and ongoing progress monitoring practices designed to improve academic, behavioral, and social-emotional outcomes for all students. As part of the continued refinement of the dual language instructional model and standards-first approach, the school will prioritize strengthening Tier 1 instruction within the Multi-Tiered System of Supports (MTSS) framework to ensure all students have access to rigorous, standards-aligned core instruction supported by high-quality instructional practices and differentiated classroom supports. To strengthen coordination and implementation of Tier II and Tier III interventions, the school has adopted Panorama as a centralized platform to support intervention planning, student progress monitoring, and data-informed decision-making.	$4,636.00	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	$278,800.00	No

Action #	Title	Description	Total Funds	Contributing
		increase academic skills in ELA/Literacy and Math through project based learning and field trips.		
1.11	Network Support Infrastructure	Standardize network infrastructure, software governance (SaaS), and data systems across all sites. Includes implementing a unified AI platform, 1:1 device management, and optimizing workflows to reduce administrative burden.	$463,514.00	No

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to school climate, attendance, behavioral, and educational partner data that demonstrate the importance of creating a safe, inclusive, and engaging learning environment where students feel connected, supported, and valued. Voices recognizes that students are more likely to attend school regularly, engage in learning, and achieve academically when their social-emotional needs are met and they have strong relationships with peers, staff, and families.

The actions within this goal work together to promote student well-being, school connectedness, and positive engagement through character development, counseling supports, attendance interventions, enrichment opportunities, restorative practices, student leadership experiences, family engagement, and safe learning environments. Metrics related to attendance, chronic absenteeism, suspension rates, school climate, and student connectedness will be used to monitor progress toward creating a positive school culture that supports the academic, social-emotional, and behavioral success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	All facilities in “Good” repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT September 2024	All facilities in "Good” repair Data Year: 2024-25 Data Source: SARC 2024-25 FIT August 2025	All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	91.07% Data Year: 2025-26 Data Source: P-2 Report	96% Data Year: 2026-27 Data Source: P-2 Report	+.41%
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: 34.3% (Orange) HISP: 36.2% (Orange) EL: 40.7% (Orange) SED: 34.5% (Orange) SWD: 22.2% Data Year: 2024-25 Data Source: Dashboard 2025	All: 20% HISP: 20% EL: 20% SED: 20% Data Year: 2025-26 Data Source: Dashboard 2026	All: -16.2% HISP: -12.8% EL: -10.7% SED: -17.4% SWD: -12.8%
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	Baseline will be set in 2026-27; CALPADS 8.1c parameters start at 7th grade, VSTK only has through 6th grade this year.	0% Data Year 2026-27 Data Source CALPADS 8.1c	NA
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: 0.0% (Blue) HISP: 0.0% (Blue) EL: 0.0% (Blue) SED: 0.0% (Blue) SWD: 0.0% (Blue) Data Year: 2024-25 Data Source: Dashboard 2025	All: <1% HISP: <1% EL: <1% SED: <1% Data Year: 2025-26 Data Source: Dashboard 2026	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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: 2024-25 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	No difference
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: 2025-26 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	No difference
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	Supportive Relationships 88% Grades 3-5 78% Grades 6-8 Positive Feelings about School 49% Grades 3-5 48% Grades 6-8 Student/Teacher Relationships 52% Grades 3-5 49% Grades 6-8 Sense of Belonging 55% Grades 3-5 49% Grades 6-8 School Safety --% Grades 3-5 --% Grades 6-8 School Climate --% Grades 3-5	80% Data Year: 2026-27 Data Source: Local Data	Grades 3–5 Differences Supportive Relationships: -3% Positive Feelings about School: -16% Student/Teacher Relationships: -20% Sense of Belonging: -14% School Safety: N/A — no 2025-26 data provided School Climate: N/A — no 2025-26 data provided Engagement: N/A — no baseline provided

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-25 Data Source: Local Data-Panorama	--% Grades 6-8 Engagement 35% Grades 3-5 28% Grades 6-8 Data Year: 2025-26 Data Source: Local Data-Panorama		Grades 6–8 25-26 was baseline year

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, implementation of Goal 2 actions at Voices Stockton reflects continued development of systems to support student engagement, social-emotional well-being, and a positive, inclusive school environment, with progress across several areas and ongoing focus needed to achieve full implementation.

Key actions that were fully implemented provided an important foundation for student engagement and equitable access. The consistent provision of school supplies (Action 2.3) ensured that all students had the materials needed to fully participate in learning, supporting inclusivity and reducing barriers to engagement.

Several actions were partially implemented, reflecting meaningful progress alongside continued system-building. Efforts to provide field trips (Action 2.1) and support student health (Action 2.2) contributed to student engagement and well-being, though continued expansion and consistency will strengthen impact. Implementation of safe and clean facilities (Action 2.4) and attendance systems with tiered re-engagement strategies (Action 2.6) were in place, with opportunities to further refine consistency and effectiveness. Enrichment and advisory programming (Action 2.7) supported relationship-building and student connectedness, while the role of the Dean of Culture (Action 2.9) contributed to building a positive and supportive school climate, with continued development needed to maximize impact.

Actions 2.5 (Positive School Climate and Culture) and 2.8 (Middle School Culture) remain areas for continued focus to reach full implementation. While elements of these systems, including PBIS, restorative practices, and structured student activities, are in place, there is an opportunity to further strengthen alignment, consistency, and staff capacity to fully realize their impact on student engagement and school climate.

In summary, implementation of Goal 2 actions at Voices Stockton has established a developing foundation for student engagement and social-emotional support, with clear progress toward full implementation. Continued focus on refining partially implemented actions and

strengthening key systems will support the school in fostering strong relationships and creating a fully engaging and supportive learning environment for all students.

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.

We had several actions that resulted in a material difference between budgeted and estimated actuals. The actions include a decrease in spending for positive school culture due to partnering more with the community and receiving free resources.
The actions that received more than estimated include attendance support due to include a portion of our business manager given the work they support with improving attendance, and our school counselor, which we did not hire for in 25-26. . For other actions with smaller budgeted expenditure amounts that didn't have actual allocations for 25- 26 was due to reallocation of expenditures toward other priority areas.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 2 at Voices Stockton have demonstrated positive progress in strengthening school climate, reducing exclusionary discipline practices, and improving student engagement outcomes, while chronic absenteeism remains an ongoing focus area for continued improvement. The 2025 California School Dashboard reflects particularly strong outcomes related to school climate and discipline, with the school earning a Blue performance level for Suspension Rate and reporting 0% suspensions across all student groups. Chronic absenteeism also demonstrated continued improvement, declining 4.6 percentage points overall, indicating that attendance-focused interventions and relationship-building strategies are moving outcomes in the right direction, even as absenteeism rates remain elevated and continue to be an important focus for the 2026–27 school year.

Actions 2.1 through 2.4 contributed positively to providing students with safe, supportive, and engaging learning environments. The school maintained facilities in good repair and ensured students had access to safe and welcoming learning spaces that support student well-being and engagement. In addition, 100% of students were enrolled in enrichment courses, reflecting the school's commitment to providing students with access to enrichment, experiential learning opportunities, and activities that support the development of the whole child. These actions helped strengthen student participation, school connectedness, and access to a broad course of study aligned with Goal 2 priorities.

Actions 2.5 through 2.10 focused on strengthening restorative practices, school culture systems, counseling supports, attendance interventions, enrichment programming, and family engagement efforts designed to improve student connectedness and overall student well-being. Panorama survey results reflected strong perceptions related to supportive relationships, with 88% of students in grades 3–5 and 78% of students in grades 6–8 reporting positive experiences related to supportive relationships with adults and peers at school. These results demonstrate that students continue to experience positive relationships and a supportive school environment that fosters engagement and belonging.

Suspension outcomes represented a major area of success for the school during the year. Voices Stockton earned a Blue performance level overall, with 0.0% suspensions reported for All Students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. These outcomes demonstrate the effectiveness of Actions 2.5, 2.7, 2.8, 2.9, and 2.10 through implementation

of restorative justice practices, PBIS systems, counseling supports, student engagement opportunities, and proactive relationship-centered interventions designed to reduce exclusionary discipline and strengthen school connectedness. The school also maintained 0% expulsions, further demonstrating success in keeping students connected to school and engaged in learning.

Chronic absenteeism outcomes demonstrated encouraging progress, though the data also reflects a continued need for focused intervention and support moving forward. Overall chronic absenteeism declined 4.6 percentage points to 34.3%. English Learners declined 4.4 percentage points, Hispanic students declined 3.1 percentage points, Socioeconomically Disadvantaged students declined 2.7 percentage points, and Students with Disabilities demonstrated particularly strong improvement with a decline of 12.8 percentage points. These outcomes suggest that attendance interventions, counseling supports, relationship-building strategies, and family engagement systems implemented through Actions 2.5, 2.6, 2.7, 2.9, and 2.10 are beginning to positively impact student attendance and engagement. However, chronic absenteeism remains in the Orange performance level overall and continues to be an important area of focus for the 2026–27 school year. The school will continue refining attendance systems, strengthening family outreach efforts, implementing tiered attendance interventions, and utilizing Panorama intervention tracking and data review systems to improve attendance outcomes across student groups.

Overall, Goal 2 actions have been effective in maintaining a strong and positive school climate, eliminating suspensions across student groups, and improving student attendance outcomes. The school's continued focus on restorative practices, student engagement, enrichment programming, counseling supports, and attendance interventions has contributed to meaningful progress toward creating a safe, inclusive, and relationship-centered learning environment for students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several revisions have been made to Goal 2 actions for the 2026–27 school year in order to strengthen student engagement systems, improve school connectedness, and better support students' social-emotional well-being and attendance outcomes across Voices schools.

- Action 2.3, School Supplies, was revised to strengthen equitable access to instructional materials, classroom resources, and technology tools that support high-quality instruction and student engagement across all grade levels. The updated action includes modernization of classroom resources and instructional supports for TK–6 classrooms while ensuring materials and learning tools are aligned to the school's dual language instructional model. The revised action also includes expanded staff training and implementation support related to instructional platforms and supplemental learning tools in order to strengthen differentiated learning opportunities, instructional efficiency, and student access to standards-aligned instruction.
- Action 2.6, Attendance Supports, was updated in response to continued reflection on chronic absenteeism data across several student groups. The revised action places increased emphasis on proactive family engagement, community outreach, and coordinated attendance intervention systems. New strategies include working collaboratively with local non-profits, faith-based organizations, and community leaders connected to diverse communities in order to strengthen family outreach and student engagement efforts. The action also includes standardizing systems for student enrollment, registration, cumulative file maintenance, and student no-show procedures to improve consistency, early intervention, and student re-engagement processes across schools.

- To create greater coherence across student engagement and school culture systems, former Action 2.5, Positive School Climate and Culture, and Action 2.7, Enrichment Activities, were consolidated into a single revised action titled Positive School Culture and Enrichment Activities. This updated action reflects a more integrated approach to student enrichment, social-emotional learning, restorative practices, character development, and school culture. The revised action expands opportunities for enrichment, tutoring, afterschool programming, and summer learning while continuing to deepen implementation of the school's culture and character development framework.

Building on the character development work implemented over the past three years, the school will continue refining a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. The updated action also strengthens partnerships with afterschool providers to expand high-quality enrichment opportunities and redesign summer programming to provide more meaningful academic, enrichment, and character-building experiences for students.

- Additionally, the revised action includes expanded professional development, coaching, and collaborative learning opportunities for staff focused on implementation of the character framework, restorative responses to student behavior, character-based discipline practices, and strategies to directly support student character development across all learning environments. Professional learning will also include stronger systems for behavior documentation and data collection to improve MTSS supports, intervention planning, and coordinated student support systems.
- Voices Stockton will remove the Peace Learning Circles action for the 2026–27 school year in order to better align student engagement, restorative practices, and social-emotional learning supports within the updated network-wide Goal 2 action structure. Key components of the Peace Learning Circles model, including relationship-building, restorative practices, collaborative learning structures, and social-emotional development, will continue to be embedded throughout the revised Positive School Culture and Enrichment Activities action. This shift is intended to create greater coherence across school culture systems, enrichment programming, character development, and restorative approaches while aligning implementation more closely with the updated network-wide strategic plan and student support framework.

Collectively, these revisions reflect Voices' continued commitment to strengthening school culture, improving attendance systems, deepening student engagement opportunities, and creating safe, inclusive, and relationship-centered learning environments that support the academic and social-emotional success of all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.		No
2.3	School Supplies	Provide students with equitable access to school supplies, instructional materials, classroom resources, and technology tools that support high-quality instruction, student engagement, and inclusive learning environments across all grade levels. The school will modernize classroom resources and instructional supports for TK–6 classrooms while ensuring materials, supplies, and instructional tools are aligned to and support coherence within the dual language instructional program. Teachers and staff will receive clear guidance, training, and ongoing support related to implementation of instructional platforms and supplemental learning tools, including systems such as Yeti, IXL, and AI literacy resources, to strengthen instructional efficiency, differentiated learning opportunities, and student access to standards-aligned instruction.	$25,000.00	No
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.	$46,918.40	No

Action #	Title	Description	Total Funds	Contributing
2.5	Positive School Culture and Enrichment Activities	Provide engaging enrichment, tutoring, afterschool, and summer learning opportunities that extend student learning beyond the core instructional day while deepening implementation of the school's culture and character development framework. Building on the character work developed over the past three years, the school will continue refining its culture and character strategy to ensure social-emotional learning, restorative practices, student leadership, and character development are embedded throughout the student experience and aligned to the school's instructional and behavioral systems. This work will include strengthening partnerships with afterschool providers to expand high-quality enrichment opportunities and redesigning summer programming to provide meaningful academic, enrichment, and character-building experiences for students. The school will continue developing a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. Staff will participate in ongoing professional development, coaching, and collaborative learning focused on implementation of the character framework, character-based discipline practices, restorative responses to student behavior, and strategies to directly support student character development across all learning environments. Professional learning will also focus on creating clear systems for behavior documentation and data collection to inform MTSS supports and intervention planning.	$99,200.00	Yes
2.6	Attendance Support	Working hand-in-hand with local non-profits, faith-based organizations, and community leaders who are connected to diverse communities to engage in strategic planning for community outreach, Standardize systems for student enrollment, registration, and mandated cumulative file maintenance. This includes the revision of policies and implementation practices, such as a student no show procedure.	$48,067.80	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-6 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	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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. In the absence of a Dean of Culture role, the principal will take on these responsibilities.		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.	$51,000.00	Yes

Goals and Actions

Goal

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 Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

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	itial Implementation Data Year: 2022-23 Data Source: Dashboard 2023	Initial Implementation Data Year: 2023-24 Data Source: Dashboard 2024	Full Implementation Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased
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	3 Meetings per Year Data Year: 2025-26 Data Source: Local Data	4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	Data not available at the time of LCAP approval	School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data	NA
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	Staff and Teacher confidentiality threshold not met	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	NA
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	2 Meetings per Year Data Year: 2025-26 Data Source: Local Data	6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	-2
3.6	Project/Portfolio Presentations	2 per year Data Year: 2023-24	3 Meetings per Year	0 Meetings per Year Data Year: 2025-	2 per year Data Year: 2026-27	-2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data	Data Year: 2024-25 Data Source: Local Data	26 Data Source: Local Data	Data Source: Local Data	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, implementation of Goal 3 actions at Voices Stockton reflects strong progress in building meaningful family and community engagement systems, with key actions fully implemented and continued focus on strengthening communication systems.

Key actions that were fully implemented established a solid foundation for partnership between families and the school. The school successfully hosted a range of family engagement events and advisory opportunities (Action 3.1), including Back to School Night, Parent-Teacher Conferences, and community-building events that showcased student learning and strengthened relationships between families and staff. Advisory structures such as the Parent Advisory Committee and English Learner Advisory Committee (ELAC) were maintained, providing families with opportunities for leadership, input, and participation in school decision-making.

The Parent Academy (Action 3.2) was also fully implemented, offering families valuable learning opportunities focused on supporting student achievement, attendance, and social-emotional well-being. These efforts contributed to strengthening the home-school connection and empowering families as active partners in their children’s education.

Action 3.3 (Parent Communication) was partially implemented, reflecting progress in establishing communication systems alongside opportunities for continued growth. While platforms such as ParentSquare, newsletters, and other outreach tools were utilized to communicate with families, there is an opportunity to further strengthen consistency, accessibility, and engagement across all communication channels to ensure all families are fully informed and connected.

Across all actions, the school experienced key successes in increasing family participation, strengthening relationships, and building a welcoming and inclusive school community. At the same time, implementation highlighted an opportunity to enhance communication systems to further deepen family engagement and partnership.

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.

For actions with smaller budgeted expenditure amounts that didn't have actual allocations for 25- 26 was due to reallocation of expenditures toward other priority areas.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions implemented under Goal 3 at Voices Stockton have been partially effective in maintaining parent engagement structures, school-home communication systems, and opportunities for family participation in the school community. Throughout the year, the school continued providing advisory participation opportunities, parent education programming, and communication systems designed to strengthen partnerships between families, staff, and the school community. The data reflects stable implementation of several engagement structures while also highlighting areas where participation opportunities declined and will require additional focus moving into the 2026–27 school year.

Action 3.1, Parent and Community Engagement and Advisory, demonstrated continued implementation of systems supporting family participation and shared leadership opportunities. The school moved from Initial Implementation to Full Implementation related to promoting parental participation for unduplicated students and students with disabilities, reflecting growth in family engagement structures and outreach systems. In addition, the English Learner Advisory Committee (ELAC) maintained three meetings during both the 2024–25 and 2025–26 school years, demonstrating continued opportunities for parent voice, engagement, and participation in school planning and decision-making processes.

Action 3.2, Parent Academy, continued providing family education and engagement opportunities focused on student learning, attendance, and school partnership development. However, participation opportunities declined during the year, with parent education workshops decreasing from five meetings during the 2024–25 school year to two meetings during the 2025–26 school year. In addition, Project and Portfolio Presentation opportunities declined from three meetings to zero meetings during the year. These outcomes suggest that while parent education systems remain in place, additional focus is needed to strengthen implementation consistency and increase opportunities for family participation and engagement moving forward.

Action 3.3, Parent Communication, continued supporting communication between the school and families through ParentSquare, newsletters, the school website, and social media platforms in both English and Spanish. These communication systems helped ensure families received ongoing updates related to school events, enrollment, attendance expectations, student supports, and engagement opportunities while helping strengthen communication and collaboration between home and school.

Staff and family survey data were not available at the time of LCAP submission and staff survey data did not meet the confidentiality threshold. As a result, the school was unable to evaluate stakeholder perception data related to school climate, school safety, respectful relationships, and workplace conditions during this reporting cycle. Moving forward, the school will continue strengthening systems for collecting and utilizing family and staff feedback in order to better inform engagement strategies, communication systems, and school climate improvement efforts.

Overall, Goal 3 actions have been partially effective in maintaining foundational family engagement and communication systems while supporting opportunities for parent participation and shared leadership. The school will continue refining parent engagement opportunities, increasing implementation consistency for Parent Academy programming, and strengthening stakeholder feedback systems in order to deepen authentic partnerships between families, staff, and the broader school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on educational partner engagement, review of implementation data, and reflection on prior practice, Voices will largely maintain the existing Goal 3 goals, metrics, and target outcomes for the 2026–27 school year while refining engagement structures to strengthen family partnership, community outreach, and shared leadership opportunities across schools.

As part of these refinements, previous Action 3.1, Parent and Community Engagement and Advisory, and Action 3.2, Parent Academy, will be consolidated into a single revised action titled Parent and Community Partnership. This updated action reflects a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration in support of student achievement, attendance, connectedness, and overall well-being.

The revised action places increased emphasis on strengthening authentic partnerships between schools, families, and community organizations through collaboration with local non-profits, faith-based organizations, community leaders, and diverse community partners. Voices will also expand online and social media outreach strategies, including Facebook and Instagram communication campaigns, to strengthen family engagement, enrollment outreach, and community awareness.

Additionally, the revised action strengthens family leadership and governance opportunities through continued implementation of compliant English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures, along with expanded family feedback opportunities, leadership development, and participation in school planning and decision-making processes. Annual school climate surveys and ongoing family feedback opportunities will continue informing continuous improvement efforts and strengthening authentic family and community partnerships across Voices schools.

Additionally, Voices Stockton will remove Action 3.4, Comer Juntos, for the 2026–27 school year in order to better align family engagement efforts within the revised Parent and Community Partnership action. Key components of the action, including relationship-building, family engagement, community connection, and opportunities for families, students, and staff to gather and celebrate together, will continue to be embedded throughout broader schoolwide family engagement and community outreach efforts. This shift is intended to create greater coherence across parent engagement systems while aligning implementation more closely with the updated network-wide strategic plan and engagement framework.

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
3.2	Parent and Community Partnership	Provide robust parent and community engagement opportunities that strengthen partnerships between school, home, and the broader	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community to support student achievement, attendance, connectedness, and overall well-being. Voices will strengthen student recruitment and community outreach efforts by working collaboratively with local non-profits, faith-based organizations, community leaders, and diverse community partners to increase community awareness, build authentic relationships with families, and engage prospective families in the school community. The school will utilize online and social media outreach strategies, including regular Facebook and Instagram campaigns, to increase family communication, engagement, enrollment outreach, and community awareness. The school will ensure compliant and functioning English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures and codify guides, training materials, and engagement practices to increase family participation in school governance, local advocacy, leadership opportunities, and shared decision-making processes at each school site. Voices will prioritize authentic family engagement by creating meaningful opportunities for families to provide feedback, participate in strategic planning discussions, and contribute to schoolwide decision-making processes that impact student achievement, school culture, and community engagement efforts. Annual school climate surveys and ongoing family feedback opportunities will continue to be used to inform continuous improvement efforts and strengthen authentic family and community partnerships.		
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.	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$625,744	$73,881

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
35.155%	0.000%	$0.00	35.155%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Professional Learning and Coaching Systems **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments. **Scope:**	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	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	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. 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.	
1.7	**Action:** Intervention and Supplemental Materials **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments. **Scope:** Schoolwide	This action is principally directed toward unduplicated pupils by strengthening the systems used to identify, monitor, and support students who are most at risk of academic, behavioral, and social-emotional challenges, including English Learners, foster youth, and socioeconomically disadvantaged students. Through targeted interventions, SST processes, counseling supports, progress monitoring, and the use of Panorama as a centralized platform, the school can more effectively provide timely and coordinated supports to address barriers to student success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and benefit from strong Tier 1 instruction, consistent intervention systems, and coordinated MTSS practices that improve	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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		outcomes for all students while addressing the greatest needs of unduplicated student groups.	
2.1	**Action:** Field Trips **Need:** Local data, attendance data, and educational partner feedback indicate a need to increase student engagement, school connectedness, and attendance while providing students with meaningful opportunities to apply classroom learning in real-world contexts. Students benefit from hands-on, experiential learning opportunities that strengthen academic understanding, increase motivation, and foster a stronger connection to school. **Scope:** LEA-wide	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
2.5	**Action:** Positive School Culture and Enrichment Activities **Need:** Local data, California School Dashboard indicators, student climate surveys,	This action is principally directed toward unduplicated pupils by providing additional enrichment opportunities, social-emotional learning supports, restorative practices, character development experiences, and targeted behavioral interventions designed to increase student engagement, school connectedness, attendance,	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** LEA-wide	and positive behavioral outcomes. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from expanded opportunities to build strong relationships with peers and staff, develop leadership skills, and access supportive learning environments that foster belonging and academic success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, inclusive school culture, strong character development framework, and coordinated behavioral support systems benefit all students while providing the greatest benefit to students with the greatest needs.	2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness
2.9	**Action:** Dean of Culture **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that	This action is principally directed toward unduplicated pupils by providing leadership and coordination of social-emotional learning supports, student engagement initiatives, family outreach, and school culture programs that help address barriers to attendance, engagement, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from additional relationship-building, behavioral supports, enrichment opportunities, and family engagement efforts that increase their sense of belonging and connection to school. The Dean of Culture supports these efforts by overseeing school culture initiatives, staff training, enrichment programming, and parent education opportunities. This action is provided on a	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.8 Student Surveys on school safety and connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** LEA-wide	schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, safe, and engaging school culture benefits all students while providing the greatest benefit to those students with the greatest needs.	
2.10	**Action:** School Counselor **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:**	This action is principally directed toward unduplicated pupils by providing counseling services, social-emotional supports, behavioral interventions, family resources, and trauma-informed practices that address barriers to student engagement, attendance, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students are more likely to experience challenges that impact their social-emotional well-being and benefit from access to counseling, mental health resources, restorative practices, and coordinated behavioral supports. The School Counselor provides individualized and small-group counseling, family support, social skills development, staff training, and schoolwide positive behavior systems that strengthen student well-being and school connectedness. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because comprehensive social-emotional and mental health supports benefit all students while providing the greatest benefit to students with the greatest needs.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.8 Student Surveys on school safety and connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.2	**Action:** Parent and Community Partnership **Need:** Additional support is needed to increase family participation in school events, governance structures, decision-making processes, and community outreach efforts in order to strengthen student achievement, attendance, school connectedness, and overall student well-being. **Scope:** LEA-wide	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	**Action:** Support for English Learners **Need:** English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	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; 1.5: Professional Learning and Coaching Systems , 1.7 – Interventions for struggling students; 2.5: Positive School Culture and Enrichment Activities; 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	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,779,947	625,744	35.155%	0.000%	35.155%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,775,626.60	$647,734.00	$0.00	$9,223.00	$2,432,583.60	$1,681,206.80	$751,376.80

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Appropriately Staff School	All	No			All Schools	Ongoing	$399,239.28	$0.00	$399,239.28				$399,239.28	
1	1.2	Implementation of Core Curriculum	All	No			All Schools	Ongoing	$0.00	$53,600.00	$53,600.00				$53,600.00	
1	1.3	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		Ongoing	$326,650.32	$0.00	$326,650.32				$326,650.32	
1	1.4	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$368,934.00	$0.00		$368,934.00			$368,934.00	
1	1.5	Professional Learning and Coaching Systems	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$128,464.80	$45,420.00	$164,661.80			$9,223.00	$173,884.80	
1	1.6	Technology Infrastructure and Support	All	No			All Schools	Ongoing	$0.00	$69,139.00	$69,139.00				$69,139.00	
1	1.7	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2025-26	$0.00	$4,636.00	$4,636.00				$4,636.00	
1	1.10	After School Program and Summer School	All	No			All Schools	Ongoing	$278,800.00	$0.00		$278,800.00			$278,800.00	
1	1.11	Network Support Infrastructure	All	No			All Schools	Ongoing	$0.00	$463,514.00	$463,514.00				$463,514.00	
2	2.1	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Student Health	All	No			All Schools	Ongoing								
2	2.3	School Supplies	All	No			All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.4	Safe, Clean Facilities	All	No			All Schools	Ongoing	$38,918.40	$8,000.00	$46,918.40				$46,918.40	
2	2.5	Positive School Culture and Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$89,200.00	$10,000.00	$99,200.00				$99,200.00	
2	2.6	Attendance Support	All	No			All Schools	Ongoing	$0.00	$48,067.80	$48,067.80				$48,067.80	
2	2.8	Middle School Culture	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.9	Dean of Culture	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing								
2	2.10	School Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$51,000.00	$0.00	$51,000.00				$51,000.00	
3	3.2	Parent and Community Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.3	Parent Communication	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,779,947	625,744	35.155%	0.000%	35.155%	$655,148.12	0.000%	36.807 %	**Total:**	$655,148.12
								LEA-wide Total:	$108,200.00
								Limited Total:	$326,650.32
								Schoolwide Total:	$220,297.80

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	**1.3**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		$326,650.32	
1	**1.5**	Professional Learning and Coaching Systems	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$164,661.80	
1	**1.7**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income		$4,636.00	
1	**1.10**	After School Program and Summer School				All Schools		
2	**2.1**	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	
2	**2.5**	Positive School Culture and Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,200.00	
2	**2.9**	Dean of Culture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$51,000.00	
3	3.2	Parent and Community Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,997,141.00	$2,418,342.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Appropriately Staff School	No	$777,578.00	$ 539,054
1	**1.2**	Implementation of Core Curriculum	No	$22,412.00	$ 81,745
1	**1.3**	Support for English Learners	Yes	$3,131.00	$ 179,685
1	**1.4**	Support for Students with Disabilities	No	$277,032.00	$ 253,007
1	**1.5**	Professional Development	Yes	$82,325.00	$ 24,671
1	**1.6**	Technology Infrastructure and Support	No	$35,491.00	$ 52,300
1	**1.7**	Intervention and Supplemental Materials	Yes	$23,371.00	$ 7,302
1	**1.8**	Instructional Coach and Principal	No	$154,181.00	$ 102,632
1	**1.9**	Associate Teachers	Yes	$406,539.00	$ 270,305
1	**1.10**	After School Program and Summer School	Yes	$381,002.00	$ 265,731
1	**1.11**	Network Support Infrastructure	No	$501,250.00	$ 386,755

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	1.12	Project-Based Learning	No	$1,010.00	
1	1.13	Leadership Team	No	$7,070.00	
1	1.14	Collaborative Learning Community	No	$1,010.00	
2	2.1	Field Trips	Yes	$3,030.00	$ 3,030
2	2.2	Student Health	No	$1,515.00	
2	2.3	School Supplies	Yes	$26,967.00	$ 5,020
2	2.4	Safe, Clean Facilities	No	$65,169.00	$ 50,268
2	2.5	Positive School Climate and Culture	Yes	$6,565.00	
2	2.6	Attendance Support	No	$1,919.00	$ 46,668
2	2.7	Enrichment Activities (and Advisory Curriculum)	No	$42,200.00	$ 46,894
2	2.8	Middle School Culture	No	$1,515.00	
2	2.9	Dean of Culture	Yes	$101,163.00	$ 100,352
2	2.10	School Counselor	Yes	$56,402.00	

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)
2	2.11	Peace Learning Circles (Previously Tribes Learning Communities)	No	$3,030.00	
3	3.1	Parent and Community Engagement and Advisory	No	$2,020.00	$ 2,923
3	3.2	Parent Academy	Yes	$6,565.00	
3	3.3	Parent Communication	No	$2,929.00	
3	3.4	Comer Juntos	No	$2,750.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$ 585,671	$1,097,060.00	$856,096.00	$240,964.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Support for English Learners	Yes	$3,131.00	$ 179,685		
1	1.5	Professional Development	Yes	$82,325	$ 24,671		
1	1.7	Intervention and Supplemental Materials	Yes	$23,371.00	$ 7,302		
1	1.9	Associate Teachers	Yes	$406,539	$ 270,305		
1	1.10	After School Program and Summer School	Yes	$381,002	$ 265,731		
2	2.1	Field Trips	Yes	$3,030.00	$ 3,030		
2	2.3	School Supplies	Yes	$26,967.00	$ 5,020		
2	2.5	Positive School Climate and Culture	Yes	$6,565.00			
2	2.9	Dean of Culture	Yes	$101,163	$ 100,352		
2	2.10	School Counselor	Yes	$56,402			
3	3.2	Parent Academy	Yes	$6,565			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,713,591	$ 585,671	0%	34.178%	$856,096.00	0.000%	49.959%	$0.00	0.000%

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Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

2026-27 Budget – Review and Discussion of Budget for the 2026-27 School Year

Section: IV. Finance/Budget
Item: A. 2026-27 Budget – Review and Discussion of Budget for the 2026-27 School Year
Purpose: Discuss
Submitted by:
Related Material: Voices - FY27 Budget MYP - 06.18.26.pdf

Voices

Multi-year Projection

As of Apr FY2026

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29
SUMMARY				
Revenue				
LCFF Entitlement	20,462,013	22,598,288	24,343,977	26,571,205
Federal Revenue	1,470,277	1,548,813	1,602,691	1,668,638
Other State Revenues	9,390,066	10,154,499	10,154,047	9,638,313
Local Revenues	5,014,349	5,761,232	5,882,388	6,131,515
Fundraising and Grants	576,534	571,000	571,000	571,000
Total Revenue	**36,913,239**	**40,633,832**	**42,554,102**	**44,580,672**
Expenses				
Compensation and Benefits	19,138,316	18,949,950	19,926,932	20,991,172
Books and Supplies	3,089,467	2,649,659	2,773,575	2,923,219
Services and Other Operating Expenditures	14,689,032	16,148,635	16,790,610	17,293,056
Depreciation	924,148	906,600	904,066	886,005
Other Outflows & Amortization	244,519	172,649	174,585	176,579
Total Expenses	**38,085,481**	**38,827,493**	**40,569,767**	**42,270,031**
Net Income	**(1,172,243)**	**1,806,339**	**1,984,335**	**2,310,640**
Fund Balance				
Beginning Balance (Unaudited)	17,387,235	16,211,278	18,017,617	20,001,952
Audit Adjustment	(3,715)			
Beginning Balance (Audited)	17,383,521	16,211,278	18,017,617	20,001,952
Net Income	(1,172,243)	1,806,339	1,984,335	2,310,640
Ending Fund Balance	**16,211,278**	**18,017,617**	**20,001,952**	**22,312,592**
Total Revenue Per ADA	26,187	27,157	27,285	27,129
Total Expenses Per ADA	27,019	25,950	26,013	25,722
Net Income Per ADA	(832)	1,207	1,272	1,406
Fund Balance as a % of Expenses	43%	46%	49%	53%

Voices

Multi-year Projection

As of Apr FY2026

	Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29
Key Assumptions				
Enrollment Breakdown				
TK	142	137	144	164
K	183	186	183	191
1	154	180	160	177
2	141	154	179	175
3	158	142	153	172
4	173	162	185	162
5	175	188	177	189
6	176	166	167	190
7	135	164	164	172
8	107	130	165	175
Total Enrolled	**1,544**	**1,609**	**1,677**	**1,767**
ADA %				
K-3	90.4%	93.0%	93.0%	93.0%
4-6	91.7%	93.0%	93.0%	93.0%
7-8	93.2%	93.0%	93.0%	93.0%
Average ADA %	**91.3%**	**93.0%**	**93.0%**	**93.0%**
ADA				
K-3	704	743	762	817
4-6	480	480	492	503
7-8	226	273	306	323
Total ADA	**1,410**	**1,496**	**1,560**	**1,643**

Voices

Multi-year Projection

As of Apr FY2026

		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29
REVENUE					
LCFF Entitlement					
8011	Charter Schools General Purpose Entitlement - State Aid	13,621,849	15,342,131	16,791,651	18,674,762
8012	Education Protection Account Entitlement	1,007,278	1,035,352	1,111,844	1,189,198
8019	State Aid - Prior Years	(8,520)	-	-	-
8096	Charter Schools in Lieu of Property Taxes	5,841,406	6,220,804	6,440,481	6,707,246
	SUBTOTAL - LCFF Entitlement	**20,462,013**	**22,598,288**	**24,343,977**	**26,571,205**
Federal Revenue					
8181	Special Education - Entitlement	192,336	222,720	233,286	243,165
8220	Child Nutrition Programs	611,078	659,711	703,023	759,091
8291	Title I	474,666	474,666	474,666	474,666
8292	Title II	57,411	57,411	57,411	57,411
8293	Title III	84,305	84,305	84,305	84,305
8294	Title IV	50,000	50,000	50,000	50,000
8297	PY Federal - Not Accrued	481	-	-	-
	SUBTOTAL - Federal Revenue	**1,470,277**	**1,548,813**	**1,602,691**	**1,668,638**
Other State Revenue					
8319	Other State Apportionments - Prior Years	38,785	-	-	-
8381	Special Education - Entitlement (State	1,302,201	2,004,975	2,089,877	2,202,035
8382	Special Education Reimbursement (State	120,279	130,444	140,129	152,581
8520	Child Nutrition - State	431,332	467,635	499,998	542,329
8545	School Facilities Apportionments	1,810,999	1,951,705	2,066,300	2,167,192
8550	Mandated Cost Reimbursements	25,415	29,757	32,553	35,065
8560	State Lottery Revenue	400,458	425,074	443,074	466,853
8590	All Other State Revenue	1,990,021	1,439,034	1,064,034	164,034
8591	Prop 28 Arts & Music in Schools	258,013	282,218	295,731	308,403
8593	ELOP	2,395,596	2,793,079	2,891,773	2,969,244
8596	ASES	616,967	630,577	630,577	630,577
	SUBTOTAL - Other State Revenue	**9,390,066**	**10,154,499**	**10,154,047**	**9,638,313**
Local Revenue					

Voices

Multi-year Projection

As of Apr FY2026

		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29
8636	Uniforms	20,383	-	-	-
8660	Interest	50,047	106,400	106,400	106,400
8699	All Other Local Revenue	1,498,460	1,367,132	1,263,399	1,290,346
8721	CMO Fees Revenue	3,445,459	4,287,700	4,512,589	4,734,770
	SUBTOTAL - Local Revenue	**5,014,349**	**5,761,232**	**5,882,388**	**6,131,515**
Fundraising and Grants					
8802	Donations - Private	400,000	400,000	400,000	400,000
8803	Fundraising	176,534	171,000	171,000	171,000
	SUBTOTAL - Fundraising and Grants	**576,534**	**571,000**	**571,000**	**571,000**
TOTAL REVENUE		**36,913,239**	**40,633,832**	**42,554,102**	**44,580,672**

Voices

Multi-year Projection

As of Apr FY2026

		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29
EXPENSES					
Compensation & Benefits					
Certificated Salaries					
1100	Teachers Salaries	5,802,058	5,936,929	6,422,497	6,767,558
1103	Substitute Teachers	464,851	177,360	182,681	188,161
1148	Teacher - Special Ed	958,377	821,724	846,376	871,767
1200	Certificated Pupil Support Salaries	849,588	1,375,848	1,335,508	1,375,574
1300	Certificated Supervisor & Administrator Salaries	1,105,625	1,676,337	1,726,627	1,893,426
	SUBTOTAL - Certificated Salaries	**9,180,499**	**9,988,198**	**10,513,689**	**11,096,485**
Classified Salaries					
2100	Associate Teacher	1,510,835	979,380	1,008,761	1,039,024
2105	Special Ed Instructional Aide	618,688	396,687	407,337	461,157
2200	Classified Support Salaries	336,783	409,347	421,627	434,276
2300	Classified Supervisor & Administrator Salaries	2,044,487	1,629,126	1,678,000	1,728,340
2400	Office Support Staff	1,718,629	1,631,935	1,747,754	1,827,379
2928	Other Classified - Food	147,751	235,879	242,955	250,244
2930	Other Classified - Maintenance/Grounds	240,919	264,023	271,944	280,102
	SUBTOTAL - Classified Salaries	**6,618,092**	**5,546,377**	**5,778,378**	**6,020,522**
Employee Benefits					
3100	STRS	860,469	921,867	949,458	977,942
3300	OASDI-Medicare-Alternative	919,775	879,476	928,320	982,002
3400	Health & Welfare Benefits	1,058,524	1,118,959	1,235,867	1,364,320
3500	Unemployment Insurance	89,841	75,113	76,586	78,058
3600	Workers Comp Insurance	177,909	174,936	183,466	192,755
3900	Other Employee Benefits	233,208	245,025	261,167	279,088
	SUBTOTAL - Employee Benefits	**3,339,725**	**3,415,375**	**3,634,864**	**3,874,165**
Books & Supplies					
4100	Approved Textbooks & Core Curricula Materials	921,577	419,379	431,960	444,919

Voices

Multi-year Projection

As of Apr FY2026

		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29
4315	Custodial Supplies	40,246	79,600	81,988	84,448
4320	Educational Software	106,364	108,000	111,240	114,577
4325	Instructional Materials & Supplies	83,562	153,850	158,466	163,219
4330	Office Supplies	87,158	97,850	100,771	103,779
4350	Uniforms	82,715	95,000	97,850	100,786
4351	Yearbook	3,281	-	-	-
4410	Classroom Furniture, Equipment & Supplies	91,411	85,500	88,065	90,707
4420	Tech Hardware & Supplies	291,888	259,985	267,785	275,818
4430	Non Classroom Related Furniture, Equipment & Supplies	173,856	78,550	80,907	83,334
4710	Student Food Services	1,090,913	1,175,945	1,255,664	1,359,786
4720	Other Food	116,497	96,000	98,880	101,846
	SUBTOTAL - Books and Supplies	**3,089,467**	**2,649,659**	**2,773,575**	**2,923,219**
	Services & Other Operating Expenses				
5210	Conferences and Related Travel	115,178	97,901	100,838	103,863
5215	Local Travel (Mileage, Parking, Tolls)	111,267	119,000	122,570	126,247
5305	Dues & Membership - Professional	61,806	64,380	66,312	68,301
5450	Insurance - Other	391,677	430,845	443,770	457,083
5515	Janitorial, Gardening Services	67,414	64,500	66,435	68,428
5535	Utilities - All Utilities	291,112	330,300	340,209	350,415
5605	Equipment Leases	138,822	126,800	130,604	134,522
5610	Rent	3,487,875	3,586,392	3,664,231	3,742,473
5615	Repairs and Maintenance - Building	458,205	310,000	319,300	328,879
5616	Repairs and Maintenance - Computers	860	-	-	-
5803	Accounting Fees	58,886	56,650	58,317	60,033
5804	Service 1	14,302	4,000	4,120	4,244
5809	Banking Fees	10,123	13,615	14,020	14,437
5812	Business Services	329,495	450,000	450,000	450,000
5815	Consultants - Instructional	2,054,340	2,325,795	2,395,569	2,467,436
5820	Consultants - Non-Instructional	418,755	289,045	297,716	306,648
5824	Authorizer Oversight Fees	204,620	225,983	243,440	265,712
5830	Field Trips	163,309	150,606	155,124	159,777
5833	Taxes, Fines, and Penalties	26,147	17,516	18,038	18,576
5836	Fingerprinting	22,254	13,300	13,699	14,110

Voices

Multi-year Projection

As of Apr FY2026

		Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29
5839	Fundraising Expenses	4,848	-	-	-
5845	Legal Fees	100,000	100,000	103,000	106,090
5848	Tech Licenses & Software	127,075	187,170	192,785	198,569
5851	Marketing and Student Recruiting	64,415	100,500	103,515	106,620
5857	Payroll Fees	129,731	152,600	157,178	161,893
5858	CMO Fees Expense	3,445,459	4,287,700	4,512,589	4,734,770
5860	Printing and Reproduction	6,330	-	-	-
5861	Prior Yr Exp (not accrued	107,054	-	-	-
5863	Professional Development	116,473	301,200	390,236	319,543
5864	Staff Appreciation	22,653	19,600	20,188	20,794
5869	Special Education Contract Instructors	1,121,984	1,201,560	1,251,725	1,312,443
5872	Special Education Encroachment	103,123	155,939	162,621	171,164
5875	Staff Recruiting	131,295	83,141	85,635	88,204
5877	Student Activities	41,417	50,999	52,529	54,105
5878	Student Assessment	22,696	92,580	95,357	98,218
5881	Student Information System	38,186	60,000	61,800	63,654
5884	Substitutes	414,082	170,000	175,100	180,353
5887	Technology Services	148,807	118,670	122,230	125,897
5899	Contingency	93,482	375,000	384,000	393,270
5915	Postage and Delivery	23,476	15,350	15,811	16,285
	SUBTOTAL - Services & Other Operating Exp.	**14,689,032**	**16,148,635**	**16,790,610**	**17,293,056**
Depreciation Expense					
6900	Depreciation	924,148	906,600	904,066	886,005
	SUBTOTAL - Depreciation Expense	**924,148**	**906,600**	**904,066**	**886,005**
Other Outflows & Amortization					
7438	Long term debt - Interest	244,519	172,649	174,585	176,579
	SUBTOTAL - Other Outflows & Amortization	**244,519**	**172,649**	**174,585**	**176,579**
TOTAL EXPENSES		**38,085,481**	**38,827,493**	**40,569,767**	**42,270,031**

Voices
Multi-year Projection
As of Apr FY2026

	Year 1 2025-26 Apr MR Forecast								Year 2 2026-27 Apr MR Forecast								Year 3 2027-28 Forecast								Year 4 2028-29 Forecast							
	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total
SUMMARY																																
Revenue																																
LCFF Entitlement	-	4,657,356	4,757,308	3,260,285	5,487,802	2,299,262	-	20,462,013	-	4,755,145	5,116,642	3,551,527	6,769,282	2,405,691	-	22,598,288	-	5,148,673	5,490,058	3,655,440	7,136,875	2,912,930	-	24,343,977	-	5,514,522	5,817,856	3,831,201	7,649,974	3,757,652	-	26,571,205
Federal Revenue	-	320,536	334,936	270,129	354,626	190,051	-	1,470,277	-	315,990	346,744	268,827	423,120	194,132	-	1,548,813	-	324,130	353,179	273,217	442,834	209,331	-	1,602,691	-	336,440	359,891	276,694	458,924	236,688	-	1,668,638
Other State Revenues	-	2,017,978	2,131,907	1,844,769	2,368,772	1,026,639	-	9,390,066	-	2,081,737	2,374,598	1,761,733	2,828,144	1,108,286	-	10,154,499	-	2,048,525	2,388,878	1,528,711	2,944,377	1,243,555	-	10,154,047	-	1,939,010	2,266,378	1,360,752	2,847,628	1,224,546	-	9,638,313
Local Revenues	3,663,381	7,083	15,228	6,916	116,258	5,055	1,200,428	5,014,349	4,387,700	-	-	-	-	130,105	4,000	1,239,427	5,761,232	4,612,589	-	-	-	-	4,000	1,265,799	5,882,388	4,834,770	-	-	-	-	4,000	1,292,746	6,131,515
Fundraising and Grants	400,000	35,000	28,000	45,000	40,000	28,534	-	576,534	400,000	35,000	28,000	45,000	40,000	23,000	-	571,000	400,000	35,000	28,000	45,000	40,000	23,000	-	571,000	400,000	35,000	28,000	45,000	40,000	23,000	-	571,000
Total Revenue	**4,063,381**	**7,037,953**	**7,267,379**	**5,427,099**	**8,367,458**	**3,549,541**	**1,200,428**	**36,913,239**	**4,787,700**	**7,187,872**	**7,865,985**	**5,627,087**	**10,190,651**	**3,735,110**	**1,239,427**	**40,633,832**	**5,012,589**	**7,556,329**	**8,260,115**	**5,502,368**	**10,564,086**	**4,392,816**	**1,265,799**	**42,554,102**	**5,234,770**	**7,824,972**	**8,472,126**	**5,513,647**	**10,996,526**	**5,245,886**	**1,292,746**	**44,580,672**
Expenses																																
Compensation and Benefits	3,236,597	4,046,032	3,634,235	2,322,622	4,296,982	1,601,848	-	19,138,316	3,208,529	3,531,734	3,780,242	2,437,390	4,445,954	1,546,102	-	18,949,950	3,311,548	3,771,449	3,902,968	2,412,861	4,688,936	1,839,169	-	19,926,932	3,418,180	3,900,493	4,030,160	2,492,843	4,843,988	2,305,509	-	20,991,172
Books and Supplies	170,047	685,700	610,747	450,814	823,442	348,216	500	3,089,467	38,450	470,367	572,897	410,893	796,192	360,361	500	2,649,659	39,604	495,752	590,083	423,220	827,381	397,035	500	2,773,575	40,792	520,786	607,786	435,916	867,055	450,384	500	2,923,219
Services and Other Operating Expenditures	1,427,312	2,502,478	3,226,075	2,517,639	3,331,535	1,617,229	66,765	14,689,032	1,414,157	2,748,801	3,422,158	2,598,664	4,183,465	1,780,075	1,315	16,148,635	1,443,082	2,853,297	3,576,695	2,664,838	4,333,532	1,927,851	1,315	16,790,610	1,472,874	2,946,777	3,628,914	2,649,928	4,476,782	2,116,466	1,315	17,293,056
Depreciation	-	181,683	25,628	4,011	12,553	255	700,018	924,148	-	181,343	8,972	3,714	12,553	-	700,018	906,600	-	181,343	6,438	3,714	12,553	-	700,018	904,066	-	179,242	1,985	3,714	1,046	-	700,018	886,005
Other Outflows	52,500	63,898	-	-	-	185	127,936	244,519	-	64,537	-	-	-	-	108,112	172,649	-	66,473	-	-	-	-	108,112	174,585	-	68,467	-	-	-	-	108,112	176,579
Total Expenses	**4,886,456**	**7,479,791**	**7,496,685**	**5,295,086**	**8,464,512**	**3,567,733**	**895,218**	**38,085,481**	**4,661,135**	**6,996,782**	**7,784,269**	**5,450,661**	**9,438,163**	**3,686,538**	**809,945**	**38,827,493**	**4,794,233**	**7,368,314**	**8,076,184**	**5,494,633**	**9,862,402**	**4,164,055**	**809,945**	**40,569,767**	**4,931,845**	**7,615,765**	**8,268,845**	**5,582,402**	**10,188,870**	**4,872,359**	**809,945**	**42,270,031**
Net Income	**(823,075)**	**(441,838)**	**(229,306)**	**132,013**	**(97,054)**	**(18,192)**	**305,210**	**(1,172,243)**	**126,565**	**191,091**	**81,716**	**176,426**	**752,488**	**48,572**	**429,482**	**1,806,339**	**218,356**	**188,014**	**183,931**	**7,736**	**701,684**	**228,760**	**455,854**	**1,984,335**	**302,924**	**209,207**	**203,281**	**(68,755)**	**807,656**	**373,526**	**482,801**	**2,310,640**
Fund Balance																																
Beginning Balance (Unaudited)	(571,915)	2,973,784	2,900,826	423,831	2,150,479	277,676	9,232,554	17,387,235	(1,394,990)	2,531,946	2,671,520	552,129	2,053,425	259,484	9,537,764	16,211,278	(1,268,425)	2,723,036	2,753,236	728,555	2,805,913	308,056	9,967,246	18,017,617	(1,050,069)	2,911,051	2,937,167	736,290	3,507,597	536,817	10,423,100	20,001,952
Audit Adjustment				(3,715)				(3,715)								-								-								-
Beginning Balance (Audited)	(571,915)	2,973,784	2,900,826	420,116	2,150,479	277,676	9,232,554	17,383,521	(1,394,990)	2,531,946	2,671,520	552,129	2,053,425	259,484	9,537,764	16,211,278	(1,268,425)	2,723,036	2,753,236	728,555	2,805,913	308,056	9,967,246	18,017,617	(1,050,069)	2,911,051	2,937,167	736,290	3,507,597	536,817	10,423,100	20,001,952
Net Income	(823,075)	(441,838)	(229,306)	132,013	(97,054)	(18,192)	305,210	(1,172,243)	126,565	191,091	81,716	176,426	752,488	48,572	429,482	1,806,339	218,356	188,014	183,931	7,736	701,684	228,760	455,854	1,984,335	302,924	209,207	203,281	(68,755)	807,656	373,526	482,801	2,310,640
Ending Fund Balance	**(1,394,990)**	**2,531,946**	**2,671,520**	**552,129**	**2,053,425**	**259,484**	**9,537,764**	**16,211,278**	**(1,268,425)**	**2,723,036**	**2,753,236**	**728,555**	**2,805,913**	**308,056**	**9,967,246**	**18,017,617**	**(1,050,069)**	**2,911,051**	**2,937,167**	**736,290**	**3,507,597**	**536,817**	**10,423,100**	**20,001,952**	**(747,145)**	**3,120,258**	**3,140,448**	**667,536**	**4,315,252**	**910,343**	**10,905,901**	**22,312,592**
Total Revenue Per ADA		22,917	20,027	24,869	22,201	24,568		26,187		23,781	21,040	24,900	22,740	25,581		27,157		23,827	21,299	24,348	23,088	25,671		27,285		23,701	21,334	24,003	23,094	24,959		27,129
Total Expenses Per ADA		24,355	20,659	24,264	22,458	24,694		27,019		23,149	20,821	24,119	21,061	25,249		25,950		23,234	20,825	24,314	21,554	24,334		26,013		23,068	20,823	24,302	21,398	23,182		25,722
Net Income Per ADA		(1,439)	(632)	605	(258)	(126)		(832)		632	219	781	1,679	333		1,207		593	474	34	1,534	1,337		1,272		634	512	(299)	1,696	1,777		1,406
Fund Balance as a % of Expenses	-29%	34%	36%	10%	24%	7%	1065%	43%	-27%	39%	35%	13%	30%	8%	1231%	46%	-22%	40%	36%	13%	36%	13%	1287%	49%	-15%	41%	38%	12%	42%	19%	1346%	53%

Voices
Multi-year Projection
As of Apr FY2026

	Year 1 2025-26 Apr MR Forecast								Year 2 2026-27 Apr MR Forecast								Year 3 2027-28 Forecast								Year 4 2028-29 Forecast							
	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total
Key Assumptions																																
Enrollment Breakdown																																
TK	-	36	33	10	39	24	-	142	-	32	32	15	40	18	-	137	-	34	34	16	40	20	-	144	-	34	37	16	40	37	-	164
K	-	36	35	26	51	35	-	183	-	42	45	20	56	23	-	186	-	42	36	24	57	24	-	183	-	40	37	24	58	32	-	191
1	-	30	26	20	53	25	-	154	-	32	34	25	56	33	-	180	-	32	26	20	58	24	-	160	-	32	39	24	58	24	-	177
2	-	30	37	23	41	10	-	141	-	24	30	23	52	25	-	154	-	30	38	23	55	33	-	179	-	30	29	23	58	35	-	175
3	-	44	33	18	50	13	-	158	-	27	34	26	45	10	-	142	-	30	34	18	46	25	-	153	-	34	41	18	55	24	-	172
4	-	23	49	24	54	23	-	173	-	43	32	20	57	10	-	162	-	44	50	24	57	10	-	185	-	44	37	24	47	10	-	162
5	-	38	46	30	41	20	-	175	-	28	60	26	56	18	-	188	-	34	47	30	56	10	-	177	-	34	54	30	58	13	-	189
6	-	43	57	29	36	11	-	176	-	35	48	31	40	12	-	166	-	32	47	29	41	18	-	167	-	34	51	29	54	22	-	190
7	-	42	27	28	38	-	-	135	-	32	56	28	40	8	-	164	-	34	47	30	41	12	-	164	-	32	51	30	41	18	-	172
8	-	22	45	29	11	-	-	107	-	30	31	29	40	-	-	130	-	29	58	29	41	8	-	165	-	41	51	29	43	11	-	175
Total Enrolled	**-**	**344**	**388**	**237**	**414**	**161**	**-**	**1,544**	**-**	**325**	**402**	**243**	**492**	**157**	**-**	**1,609**	**-**	**341**	**417**	**243**	**492**	**184**	**-**	**1,677**	**-**	**355**	**427**	**247**	**512**	**226**	**-**	**1,767**
ADA %																																
K-3		89.4%	91.7%	90.5%	90.1%	90.7%		90.4%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%
4-6		89.0%	96.4%	89.2%	91.6%	87.8%		91.7%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%
7-8		89.4%	91.7%	99.0%	93.9%			93.2%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%
Average ADA %		**89.3%**	**93.5%**	**92.1%**	**91.8%**	**89.7%**		**91.3%**		**93.0%**	**93.0%**	**93.0%**	**93.0%**	**93.0%**		**93.0%**		**93.0%**	**93.0%**	**93.0%**	**93.0%**	**93.0%**		**93.0%**		**93.0%**	**93.0%**	**93.0%**	**93.0%**	**93.0%**		**93.0%**
ADA																																
K-3	-	157.4	150.4	87.8	211.0	97.1	-	703.6	-	146.0	162.8	101.4	231.6	101.4	-	743.1	-	156.2	156.2	93.9	238.1	117.2	-	761.7	-	158.1	170.2	97.7	250.2	141.4	-	817.5
4-6	-	92.5	146.5	74.0	120.0	47.4	-	480.4	-	98.6	130.2	71.6	142.3	37.2	-	479.9	-	102.3	133.9	77.2	143.2	35.3	-	492.0	-	104.2	132.1	77.2	147.9	41.9	-	503.1
7-8	-	57.2	66.0	56.4	46.0	-	-	225.7	-	57.7	80.9	53.0	74.3	7.4	-	273.3	-	58.6	97.7	54.9	76.3	18.6	-	306.0	-	67.9	94.9	54.9	78.1	27.0	-	322.7
Total ADA	**-**	**307.1**	**362.9**	**218.2**	**376.9**	**144.5**	**-**	**1,409.6**	**-**	**302.3**	**373.9**	**226.0**	**448.1**	**146.0**	**-**	**1,496.3**	**-**	**317.1**	**387.8**	**226.0**	**457.6**	**171.1**	**-**	**1,559.6**	**-**	**330.2**	**397.1**	**229.7**	**476.2**	**210.2**	**-**	**1,643.3**

Voices
Multi-year Projection
As of Apr FY2026

		Year 1 2025-26 Apr MR Forecast							Year 2 2026-27 Apr MR Forecast							Year 3 2027-28 Forecast							Year 4 2028-29 Forecast						
		Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total
REVENUE																															
LCFF Entitlement																															
8011	Charter Schools General Purpose Entitlement - State Aid	-	2,860,479	2,708,445	2,246,323	3,837,556	1,969,046	-	13,621,849	-	2,962,458	2,999,469	2,501,509	4,806,716	2,071,978	-	15,342,131	-	3,240,150	3,293,886	2,605,423	5,133,055	2,519,137	-	16,791,651	-	3,499,871	3,569,018	2,763,900	5,564,698	3,277,275	-	18,674,762
8012	Education Protection Account Entitlement	-	786,780	72,576	43,646	75,380	28,896	-	1,007,278	-	796,552	74,772	45,198	89,628	29,202	-	1,035,352	-	863,348	77,562	45,198	91,512	34,224	-	1,111,844	-	926,566	79,422	45,942	95,232	42,036	-	1,189,198
8019	State Aid - Prior Years	-	(2,055)	(6,130)	-	(335)	-	-	(8,520)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	Charter Schools in Lieu of Property Taxes	-	1,012,152	1,982,417	970,316	1,575,201	301,320	-	5,841,406	-	996,134	2,042,401	1,004,819	1,872,938	304,511	-	6,220,804	-	1,045,175	2,118,610	1,004,819	1,912,308	359,569	-	6,440,481	-	1,088,085	2,169,416	1,021,360	1,990,044	438,341	-	6,707,246
	SUBTOTAL - LCFF Entitlement	**-**	**4,657,356**	**4,757,308**	**3,260,285**	**5,487,802**	**2,299,262**	**-**	**20,462,013**	**-**	**4,755,145**	**5,116,642**	**3,551,527**	**6,769,282**	**2,405,691**	**-**	**22,598,288**	**-**	**5,148,673**	**5,490,058**	**3,655,440**	**7,136,875**	**2,912,930**	**-**	**24,343,977**	**-**	**5,514,522**	**5,817,856**	**3,831,201**	**7,649,974**	**3,757,652**	**-**	**26,571,205**
Federal Revenue																															
8181	Special Education - Entitlement	-	47,681	45,772	36,468	44,905	17,510	-	192,336	-	49,300	56,260	34,220	60,175	22,765	-	222,720	-	47,125	58,290	35,235	69,871	22,765	-	233,286	-	49,445	60,465	35,235	71,340	26,680	-	243,165
8220	Child Nutrition Programs	-	135,689	145,379	111,456	141,826	76,729	-	611,078	-	129,637	146,832	112,513	195,174	75,555	-	659,711	-	139,952	151,237	115,888	205,192	90,754	-	703,023	-	149,942	155,774	119,365	219,813	114,196	-	759,091
8291	Title I	-	97,273	98,096	83,503	119,205	76,589	-	474,666	-	97,273	98,096	83,503	119,205	76,589	-	474,666	-	97,273	98,096	83,503	119,205	76,589	-	474,666	-	97,273	98,096	83,503	119,205	76,589	-	474,666
8292	Title II	-	11,939	11,936	9,996	14,317	9,223	-	57,411	-	11,939	11,936	9,996	14,317	9,223	-	57,411	-	11,939	11,936	9,996	14,317	9,223	-	57,411	-	11,939	11,936	9,996	14,317	9,223	-	57,411
8293	Title III	-	17,841	23,620	18,595	24,249	-	-	84,305	-	17,841	23,620	18,595	24,249	-	-	84,305	-	17,841	23,620	18,595	24,249	-	-	84,305	-	17,841	23,620	18,595	24,249	-	-	84,305
8294	Title IV	-	10,000	10,000	10,000	10,000	10,000	-	50,000	-	10,000	10,000	10,000	10,000	10,000	-	50,000	-	10,000	10,000	10,000	10,000	10,000	-	50,000	-	10,000	10,000	10,000	10,000	10,000	-	50,000
8297	PY Federal - Not Accrued	-	113	133	111	124	-	-	481	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**-**	**320,536**	**334,936**	**270,129**	**354,626**	**190,051**	**-**	**1,470,277**	**-**	**315,990**	**346,744**	**268,827**	**423,120**	**194,132**	**-**	**1,548,813**	**-**	**324,130**	**353,179**	**273,217**	**442,834**	**209,331**	**-**	**1,602,691**	**-**	**336,440**	**359,891**	**276,694**	**458,924**	**236,688**	**-**	**1,668,638**
Other State Revenue																															
8319	Other State Apportionments - Prior Years	-	3,429	3,160	14,750	4,283	13,164	-	38,785	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8381	Special Education - Entitlement (State	-	282,856	333,843	201,214	348,009	136,279	-	1,302,201	-	405,015	500,972	302,827	600,508	195,653	-	2,004,975	-	424,954	519,665	302,827	613,130	229,301	-	2,089,877	-	442,401	532,127	307,811	638,054	281,641	-	2,202,035
8382	Special Education Reimbursement (State	-	26,126	30,836	18,585	32,144	12,588	-	120,279	-	26,350	32,593	19,702	39,069	12,729	-	130,444	-	28,494	34,844	20,305	41,111	15,375	-	140,129	-	30,854	36,871	21,328	44,211	19,515	-	152,581
8520	Child Nutrition - State	-	102,362	76,515	84,080	106,992	61,383	-	431,332	-	97,796	77,280	84,878	147,236	60,444	-	467,635	-	105,578	79,599	87,424	154,794	72,603	-	499,998	-	113,115	81,987	90,047	165,824	91,356	-	542,329
8545	School Facilities Apportionments	-	353,435	479,751	288,514	498,286	191,012	-	1,810,999	-	360,504	508,453	307,348	576,825	198,575	-	1,951,705	-	367,714	544,830	317,491	595,861	240,405	-	2,066,300	-	375,069	575,134	332,689	614,273	270,028	-	2,167,192
8550	Mandated Cost Reimbursements	-	5,830	6,500	4,223	6,376	2,486	-	25,415	-	6,483	7,661	4,607	7,956	3,050	-	29,757	-	6,576	8,134	4,912	9,750	3,177	-	32,553	-	7,130	8,719	5,081	10,287	3,847	-	35,065
8560	State Lottery Revenue	-	87,248	103,092	61,998	107,075	41,046	-	400,458	-	85,867	106,211	64,202	127,313	41,480	-	425,074	-	90,094	110,174	64,202	129,990	48,614	-	443,074	-	93,793	112,816	65,259	135,274	59,711	-	466,853
8590	All Other State Revenue	-	408,009	371,824	664,252	358,021	187,915	-	1,990,021	-	275,685	267,354	475,389	268,758	151,848	-	1,439,034	-	215,685	222,354	205,389	223,758	196,848	-	1,064,034	-	35,685	42,354	25,389	43,758	16,848	-	164,034
8591	Prop 28 Arts & Music in Schools	-	58,782	60,842	45,521	66,007	26,861	-	258,013	-	62,690	71,009	41,102	77,561	29,856	-	282,218	-	59,900	73,590	42,308	90,076	29,856	-	295,731	-	62,814	76,295	42,308	92,008	34,977	-	308,403
8593	ELOP	-	486,811	540,449	395,539	690,152	282,645	-	2,395,596	-	558,255	677,968	395,585	808,331	352,939	-	2,793,079	-	546,439	670,592	417,755	911,321	345,666	-	2,891,773	-	575,258	674,977	404,746	929,352	384,911	-	2,969,244
8596	ASES	-	203,091	125,096	66,093	151,427	71,260	-	616,967	-	203,091	125,096	66,093	174,586	61,711	-	630,577	-	203,091	125,096	66,093	174,586	61,711	-	630,577	-	203,091	125,096	66,093	174,586	61,711	-	630,577
	SUBTOTAL - Other State Revenue	**-**	**2,017,978**	**2,131,907**	**1,844,769**	**2,368,772**	**1,026,639**	**-**	**9,390,066**	**-**	**2,081,737**	**2,374,598**	**1,761,733**	**2,828,144**	**1,108,286**	**-**	**10,154,499**	**-**	**2,048,525**	**2,388,878**	**1,528,711**	**2,944,377**	**1,243,555**	**-**	**10,154,047**	**-**	**1,939,010**	**2,266,378**	**1,360,752**	**2,847,628**	**1,224,546**	**-**	**9,638,313**
Local Revenue																															
8636	Uniforms	-	-	6,634	5,440	3,248	4,478	584	-	20,383	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8660	Interest	43,647	-	-	-	-	-	4,000	2,400	50,047	100,000	-	-	-	-	4,000	2,400	106,400	100,000	-	-	-	-	4,000	2,400	106,400	100,000	-	-	-	-	4,000	2,400	106,400
8699	All Other Local Revenue	174,275	449	9,788	3,668	111,780	471	1,198,028	1,498,460	-	-	-	-	130,105	-	1,237,027	1,367,132	-	-	-	-	-	-	1,263,399	1,263,399	-	-	-	-	-	-	1,290,346	1,290,346
8721	CMO Fees Revenue	3,445,459	-	-	-	-	-	-	-	3,445,459	4,287,700	-	-	-	-	-	-	4,287,700	4,512,589	-	-	-	-	-	-	4,512,589	4,734,770	-	-	-	-	-	-	4,734,770
	SUBTOTAL - Local Revenue	**3,663,381**	**7,083**	**15,228**	**6,916**	**116,258**	**5,055**	**1,200,428**	**5,014,349**	**4,387,700**	**-**	**-**	**-**	**130,105**	**4,000**	**1,239,427**	**5,761,232**	**4,612,589**	**-**	**-**	**-**	**-**	**4,000**	**1,265,799**	**5,882,388**	**4,834,770**	**-**	**-**	**-**	**-**	**4,000**	**1,292,746**	**6,131,515**
Fundraising and Grants																															
8802	Donations - Private	400,000	-	-	-	-	-	-	400,000	400,000	-	-	-	-	-	-	400,000	400,000	-	-	-	-	-	-	400,000	400,000	-	-	-	-	-	-	400,000
8803	Fundraising	-	35,000	28,000	45,000	40,000	28,534	-	176,534	-	35,000	28,000	45,000	40,000	23,000	-	171,000	-	35,000	28,000	45,000	40,000	23,000	-	171,000	-	35,000	28,000	45,000	40,000	23,000	-	171,000
	SUBTOTAL - Fundraising and Grants	**400,000**	**35,000**	**28,000**	**45,000**	**40,000**	**28,534**	**-**	**576,534**	**400,000**	**35,000**	**28,000**	**45,000**	**40,000**	**23,000**	**-**	**571,000**	**400,000**	**35,000**	**28,000**	**45,000**	**40,000**	**23,000**	**-**	**571,000**	**400,000**	**35,000**	**28,000**	**45,000**	**40,000**	**23,000**	**-**	**571,000**
TOTAL REVENUE		**4,063,381**	**7,037,953**	**7,267,379**	**5,427,099**	**8,367,468**	**3,549,541**	**1,200,428**	**36,913,239**	**4,787,700**	**7,187,872**	**7,865,985**	**5,627,087**	**10,190,651**	**3,735,110**	**1,239,427**	**40,633,832**	**5,012,589**	**7,566,329**	**8,260,115**	**5,502,368**	**10,564,086**	**4,392,816**	**1,265,799**	**42,554,102**	**5,234,770**	**7,824,972**	**8,472,126**	**5,513,647**	**10,996,526**	**5,246,886**	**1,292,746**	**44,580,672**

Voices
Multi-year Projection
As of Apr FY2026

		Year 1 2025-26 Apr MR Forecast							Year 2 2026-27 Apr MR Forecast							Year 3 2027-28 Forecast							Year 4 2028-29 Forecast						
		Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total
EXPENSES																															
Compensation & Benefits																															
Certificated Salaries																															
1100	Teachers Salaries	-	1,470,122	1,496,091	749,152	1,582,743	503,949	-	5,802,058	-	1,198,423	1,374,131	966,593	1,792,874	604,908	-	5,936,929	-	1,314,376	1,415,355	995,591	1,926,660	770,516	-	6,422,497	-	1,353,807	1,457,815	1,025,459	1,984,460	946,017	-	6,767,558
1103	Substitute Teachers	-	146,400	14,451	67,000	142,000	95,000	-	464,851	-	61,800	62,000	-	53,560	-	-	177,360	-	63,654	63,850	-	55,167	-	-	182,681	-	65,564	65,776	-	56,822	-	-	188,161
1148	Teacher - Special Ed	-	185,824	234,337	176,256	268,569	93,392	-	958,377	-	182,729	172,045	116,678	247,318	102,954	-	821,724	-	188,211	177,206	120,179	254,737	106,042	-	846,376	-	193,857	182,523	123,784	262,380	109,224	-	871,767
1200	Certificated Pupil Support Salaries	98,000	180,152	131,444	90,221	320,871	28,900	-	849,588	320,790	209,298	248,097	204,464	270,699	122,500	-	1,375,848	330,414	215,577	255,539	130,258	278,820	124,900	-	1,335,508	340,326	222,045	263,206	134,165	287,185	128,647	-	1,375,574
1300	Certificated Supervisor & Administrator Salaries	479,763	126,039	135,881	139,920	138,494	85,527	-	1,105,625	318,291	251,622	359,958	243,818	362,648	140,000	-	1,676,337	327,840	259,171	370,756	251,132	373,528	144,200	-	1,726,627	337,675	266,946	381,879	258,666	384,734	263,526	-	1,893,426
	SUBTOTAL - Certificated Salaries	**577,763**	**2,108,537**	**2,012,205**	**1,222,550**	**2,452,676**	**806,768**	**-**	**9,180,499**	**639,081**	**1,903,873**	**2,216,230**	**1,531,553**	**2,727,099**	**970,362**	**-**	**9,988,198**	**658,254**	**2,040,989**	**2,282,717**	**1,497,160**	**2,888,912**	**1,145,658**	**-**	**10,513,689**	**678,001**	**2,102,219**	**2,361,198**	**1,542,074**	**2,975,580**	**1,447,413**	**-**	**11,096,485**
Classified Salaries																															
2100	Associate Teacher	-	365,979	322,437	167,572	429,593	225,254	-	1,510,835	-	260,002	239,435	95,980	276,910	107,054	-	979,380	-	267,802	246,618	98,859	285,217	110,266	-	1,008,761	-	275,836	254,016	101,825	293,774	113,574	-	1,039,024
2105	Special Ed Instructional Aide	-	166,332	104,832	144,920	158,097	44,507	-	618,688	-	95,020	85,696	44,562	129,418	41,991	-	396,687	-	97,870	88,267	45,899	133,301	42,000	-	407,337	-	100,806	90,915	47,276	137,300	84,860	-	461,157
2200	Classified Support Salaries	-	95,424	64,741	71,698	74,017	30,904	-	336,783	-	98,760	96,410	37,333	135,756	41,088	-	409,347	-	101,723	99,302	38,453	139,828	42,321	-	421,627	-	104,774	102,282	39,607	144,023	43,590	-	434,276
2300	Classified Supervisor & Administrator Salaries	1,238,036	167,968	214,117	115,514	212,227	96,625	-	2,044,487	1,308,072	128,679	26,901	22,146	129,940	13,388	-	1,629,126	1,347,314	132,539	27,708	22,811	133,838	13,789	-	1,678,000	1,387,734	136,516	28,539	23,495	137,853	14,203	-	1,728,340
2400	Office Support Staff	964,757	201,774	108,411	114,813	216,923	111,951	-	1,718,629	810,725	185,540	208,747	139,403	206,503	81,018	-	1,631,935	835,047	204,367	215,009	143,585	212,698	137,048	-	1,747,754	860,099	210,498	221,459	147,892	219,079	168,352	-	1,827,379
2928	Other Classified - Food	-	34,644	32,481	19,656	47,329	13,640	-	147,751	-	35,684	68,064	32,393	65,130	34,608	-	235,879	-	36,754	70,106	33,365	67,084	35,646	-	242,955	-	37,857	72,209	34,366	69,097	36,716	-	250,244
2930	Other Classified - Maintenance/Grounds	-	47,501	48,298	47,700	64,000	33,420	-	240,919	-	54,743	71,377	39,552	65,920	32,432	-	264,023	-	56,385	73,518	40,739	67,898	33,405	-	271,944	-	58,076	75,723	41,961	69,935	34,407	-	280,102
	SUBTOTAL - Classified Salaries	**2,202,793**	**1,079,623**	**895,317**	**681,873**	**1,202,186**	**556,301**	**-**	**6,618,092**	**2,118,798**	**858,427**	**796,628**	**411,368**	**1,009,577**	**351,579**	**-**	**5,546,377**	**2,182,361**	**897,441**	**820,527**	**423,709**	**1,039,864**	**414,475**	**-**	**5,778,378**	**2,247,832**	**924,364**	**845,143**	**436,421**	**1,071,060**	**495,702**	**-**	**6,020,522**
Employee Benefits																															
3100	STRS	-	348,546	364,383	131,204	-	16,336	-	860,469	-	290,246	401,698	229,923	-	-	-	921,867	-	314,233	413,749	221,475	-	-	-	949,458	-	323,660	426,162	228,120	-	-	-	977,942
3300	OASDI-Medicare-Alternative	203,210	130,753	104,144	103,099	279,597	98,972	-	919,775	201,303	117,100	100,089	73,999	285,856	101,128	-	879,476	207,485	122,787	103,092	75,054	300,551	119,350	-	928,320	213,824	126,471	106,185	77,306	309,568	148,648	-	982,002
3400	Health & Welfare Benefits	138,981	299,312	189,876	137,101	222,037	71,217	-	1,058,524	137,288	296,336	195,927	152,173	271,321	65,914	-	1,118,959	148,271	326,891	211,601	157,499	299,874	91,731	-	1,235,867	160,132	353,042	228,529	170,099	323,864	128,653	-	1,364,320
3500	Unemployment Insurance	8,837	19,232	17,385	11,848	22,817	9,723	-	89,841	8,100	14,446	15,912	9,638	19,981	7,035	-	75,113	8,100	14,814	15,912	9,270	20,350	8,140	-	76,586	8,100	14,814	15,912	9,270	20,350	9,613	-	78,058
3600	Workers Comp Insurance	31,312	35,902	32,742	21,446	41,158	15,350	-	177,909	31,057	31,106	33,928	21,879	42,079	14,886	-	174,936	31,988	33,090	34,946	21,631	44,242	17,569	-	183,466	32,948	34,083	35,994	22,280	45,569	21,882	-	192,755
3900	Other Employee Benefits	73,701	24,126	18,185	13,503	76,512	27,181	-	233,208	72,902	20,200	19,829	6,856	90,041	35,196	-	245,025	75,089	21,204	20,424	7,062	95,142	42,246	-	261,167	77,341	21,840	21,037	7,274	97,997	53,599	-	279,088
	SUBTOTAL - Employee Benefits	**456,041**	**857,872**	**726,714**	**418,200**	**642,120**	**238,778**	**-**	**3,339,725**	**450,650**	**769,434**	**767,384**	**494,469**	**709,278**	**224,161**	**-**	**3,415,375**	**470,933**	**833,019**	**799,724**	**491,992**	**760,160**	**279,036**	**-**	**3,634,864**	**492,346**	**873,910**	**833,819**	**514,348**	**797,348**	**362,394**	**-**	**3,874,165**
Books & Supplies																															
4100	Approved Textbooks & Core Curricula Materials	79,692	292,426	143,214	107,500	217,000	81,745	-	921,577	-	83,979	88,306	82,482	106,302	58,310	-	419,379	-	86,498	90,955	84,956	109,491	60,059	-	431,960	-	89,093	93,684	87,505	112,776	61,861	-	444,919
4315	Custodial Supplies	-	5,050	10,150	8,000	11,996	5,050	-	40,246	-	10,000	20,000	10,000	34,600	5,000	-	79,600	-	10,300	20,600	10,300	35,638	5,150	-	81,988	-	10,609	21,218	10,609	36,707	5,305	-	84,448
4320	Educational Software	4,167	18,000	37,197	15,000	20,000	12,000	-	106,364	1,000	20,000	35,000	20,000	22,000	10,000	-	108,000	1,030	20,600	36,050	20,600	22,660	10,300	-	111,240	1,061	21,218	37,132	21,218	23,340	10,609	-	114,577
4325	Instructional Materials & Supplies	4,939	9,968	28,000	13,618	22,018	5,020	-	83,562	2,100	40,000	40,000	11,000	35,750	25,000	-	153,850	2,163	41,200	41,200	11,330	36,823	25,750	-	158,466	2,228	42,436	42,436	11,670	37,927	26,523	-	163,219
4330	Office Supplies	32,803	11,630	12,580	10,051	12,594	7,000	500	87,158	12,850	10,000	20,000	20,000	28,000	6,500	500	97,850	13,236	10,300	20,600	20,600	28,840	6,695	500	100,771	13,633	10,609	21,218	21,218	29,705	6,896	500	103,779
4350	Uniforms	90	6,832	18,000	21,000	23,193	13,600	-	82,715	-	15,000	20,000	20,000	25,000	15,000	-	95,000	-	15,450	20,600	20,600	25,750	15,450	-	97,850	-	15,914	21,218	21,218	26,523	15,914	-	100,786
4410	Classroom Furniture, Equipment & Supplies	-	7,014	17,000	7,575	55,000	4,822	-	91,411	-	2,500	10,000	3,000	50,000	20,000	-	85,500	-	2,575	10,300	3,090	51,500	20,600	-	88,065	-	2,652	10,609	3,183	53,045	21,218	-	90,707
4420	Tech Hardware & Supplies	10,963	39,350	77,401	46,010	71,773	46,391	-	291,888	5,000	51,455	66,990	33,520	53,580	49,440	-	259,985	5,150	52,999	69,000	34,526	55,187	50,923	-	267,785	5,305	54,589	71,070	35,561	56,843	52,451	-	275,818
4430	Non Classroom Related Furniture, Equipment & Supplies	7,746	34,676	7,327	5,525	110,531	8,050	-	173,856	2,500	2,000	5,000	3,500	55,550	10,000	-	78,550	2,575	2,060	5,150	3,605	57,217	10,300	-	80,907	2,652	2,122	5,305	3,713	58,933	10,609	-	83,334
4710	Student Food Services	-	238,051	255,050	195,536	248,818	153,457	-	1,090,913	-	227,433	257,601	197,391	342,410	151,111	-	1,175,945	-	245,530	265,329	203,313	359,986	181,507	-	1,255,664	-	263,057	273,288	209,412	385,638	228,391	-	1,359,786
4720	Other Food	29,647	19,422	8,228	21,000	30,520	11,080	-	119,497	15,000	8,000	10,000	10,000	43,000	10,000	-	96,000	15,450	8,240	10,300	10,300	44,290	10,300	-	98,880	15,914	8,487	10,609	10,609	45,619	10,609	-	101,846
	SUBTOTAL - Books and Supplies	**170,047**	**685,700**	**610,747**	**450,814**	**823,442**	**348,216**	**500**	**3,089,467**	**38,450**	**470,367**	**572,897**	**410,893**	**796,192**	**360,361**	**500**	**2,649,659**	**39,604**	**495,752**	**590,083**	**423,220**	**827,381**	**397,035**	**500**	**2,773,575**	**40,792**	**520,786**	**607,786**	**435,916**	**867,055**	**450,384**	**500**	**2,923,219**
Services & Other Operating Expenses																															
5210	Conferences and Related Travel	31,471	16,000	18,000	14,740	27,000	7,967	-	115,178	44,720	20,000	10,000	10,000	8,181	5,000	-	97,901	46,062	20,600	10,300	10,300	8,426	5,150	-	100,838	47,443	21,218	10,609	10,609	8,679	5,305	-	103,863
5215	Local Travel (Mileage, Parking, Tolls)	73,155	2,057	5,209	4,543	6,401	19,902	-	111,267	50,000	12,000	10,000	12,000	15,000	20,000	-	119,000	51,500	12,360	10,300	12,360	15,450	20,600	-	122,570	53,045	12,731	10,609	12,731	15,914	21,218	-	126,247
5305	Dues & Membership - Professional	6,409	5,551	7,840	4,382	34,701	2,923	-	61,806	9,256	6,374	8,000	10,000	26,750	4,000	-	64,380	9,534	6,565	8,240	10,300	27,553	4,120	-	66,312	9,820	6,762	8,487	10,609	28,379	4,244	-	68,301
5450	Insurance - Other	55,421	82,957	68,620	52,271	87,668	44,740	-	391,677	60,963	91,253	75,482	57,498	96,435	49,214	-	430,845	62,792	93,990	77,746	59,223	99,328	50,690	-	443,770	64,676	96,810	80,079	61,000	102,308	52,211	-	457,083
5515	Janitorial, Gardening Services	306	10,100	32,750	11,065	8,080	5,114	-	67,414	-	8,500	35,000	10,000	8,000	3,000	-	64,500	-	8,755	36,050	10,300	8,240	3,090	-	66,435	-	9,018	37,132	10,609	8,487	3,183	-	68,428
5535	Utilities - All Utilities	24,000	62,436	92,000	5,050	77,265	30,361	-	291,112	24,000	73,620	111,680	5,220	87,880	27,900	-	330,300	24,720	75,829	115,030	5,377	90,516	28,737	-	340,209	25,462	78,103	118,481	5,538	93,232	29,599	-	350,415
5605	Equipment Leases	14,085	43,732	30,000	21,715	21,210	8,080	-	138,822	15,000	25,000	30,900	15,000	30,900	10,000	-	126,800	15,450	25,750	31,827	15,450	31,827	10,300	-	130,604	15,914	26,523	32,782	15,914	32,782	10,609	-	134,522
5610	Rent	70,829	331,446	1,052,916	820,000	830,715	381,969	-	3,487,875	74,399	341,389	1,073,974	820,000	866,196	410,433	-	3,586,392	76,631	351,631	1,095,454	820,000	889,560	430,955	-	3,664,231	78,930	362,180	1,117,363	820,000	911,498	452,503	-	3,742,473
5615	Repairs and Maintenance - Building	613	16,200	12,208	246,198	79,317	82,544	21,125	458,205	-	40,000	15,000	120,000	100,000	35,000	-	310,000	-	41,200	15,450	123,600	103,000	36,050	-	319,300	-	42,436	15,914	127,308	106,090	37,132	-	328,879
5803	Accounting Fees	57,786	-	-	-	-	-	1,100	58,886	55,550	-	-	-	-	-	1,100	56,650	57,217	-	-	-	-	-	1,100	58,317	58,933	-	-	-	-	-	1,100	60,033
5804	Service 1	20	32	899	1,798	1,272	281	10,000	14,302	-	-	1,000	1,000	1,000	1,000	-	4,000	-	-	1,030	1,030	1,030	1,030	-	4,120	-	-	1,061	1,061	1,061	1,061	-	4,244
5809	Banking Fees	10,000	5	-	-	1	1	115	10,123	10,000	500	1,000	1,000	500	500	115	13,615	10,300	515	1,030	1,030	515	515	115	14,020	10,609	530	1,061	1,061	530	530	115	14,437
5812	Business Services	316,895	-	-	-	-	-	12,600	329,495	450,000	-	-	-	-	-	-	450,000	450,000	-	-	-	-	-	-	450,000	450,000	-	-	-	-	-	-	450,000
5815	Consultants - Instructional	7,256	546,222	453,295	227,066	507,876	312,625	-	2,054,340	15,000	545,978	422,292	257,371	757,154	328,000	-	2,325,795	15,450	562,357	434,961	265,092	779,869	337,840	-	2,395,569	15,914	579,228	448,010	273,045	803,265	347,975	-	2,467,436
5820	Consultants - Non-Instructional	241,948	28,521	24,527	36,807	33,411	31,916	21,625	418,755	170,300	15,000	15,000	20,000	33,745	35,000	-	289,045	175,409	15,450	15,450	20,600	34,757	36,050	-	297,716	180,671	15,914	15,914	21,218	35,800	37,132	-	306,648
5824	Authorizer Oversight Fees	-	46,574	47,573	32,603	54,878	22,993	-	204,620	-	47,551	51,166	35,515	67,693	24,057	-	225,983	-	51,487	54,901	36,554	71,369	29,129	-	243,440	-	55,145	58,179	38,312	76,500	37,577	-	265,712
5830	Field Trips	669	30,330	28,280	45,450	55,550	3,030	-	163,309	-	31,000	42,500	16,000	56,106	5,000	-	150,606	-	31,930	43,775	16,480	57,789	5,150	-	155,124	-	32,888	45,088	16,974	59,522	5,305	-	159,777
5833	Taxes, Fines, and Penalties	4,500	3,182	2,365	3,492	1,664	10,843	100	26,147	-	-	2,389	3,527	500	11,000	100	17,516	-	-	2,461	3,632	515	11,330	100	18,038	-	-	2,535	3,741	530	11,670	100	18,576
5836	Fingerprinting	8,697	4,112	2,119	1,729	3,163	2,434	-	22,254	2,500	2,600	2,000	2,700	2,000	1,500	-	13,300	2,575	2,678	2,060	2,781	2,060	1,545	-	13,699	2,652	2,758	2,122	2,864	2,122	1,591	-	14,110
5845	Legal Fees	100,000	-	-	-	-	-	-	100,000	100,000	-	-	-	-	-	-	100,000	103,000	-	-	-	-	-	-	103,000	106,090	-	-	-	-	-	-	106,090
5848	Tech Licenses & Software	77,245	7,024	14,544	12,000	10,353	5,909	-	127,075	73,879	19,039	25,384	24,314	24,855	19,699	-	187,170	76,095	19,610	26,146	25,043	25,601	20,290	-	192,785	78,378	20,198	26,930	25,795	26,369	20,899	-	198,569
5851	Marketing and Student Recruiting	41,915	4,000	4,000	4,000	5,500	5,000	-	64,415	80,000	1,000	5,000	10,000	2,000	2,500	-	100,500	82,400	1,030	5,150	10,300	2,060	2,575	-	103,515	84,872	1,061	5,305	10,609	2,122	2,652	-	106,620
5857	Payroll Fees	35,091	19,567	17,824	13,839	30,297	13,113	-	129,731	38,000	26,000	23,000	20,000	30,600	15,000	-	152,600	39,140	26,780	23,690	20,600	31,518	15,450	-	157,178	40,314	27,583	24,401	21,218	32,464	15,914	-	161,893
5858	CMO Fees Expense	-	769,546	794,657	591,270	903,232	386,755	-	3,445,459	-	894,109	979,748	697,761	1,252,568	463,514	-	4,287,700	-	940,166	1,029,014	682,171	1,315,511	545,727	-	4,512,589	-	973,746	1,055,516	683,581	1,369,566	652,361	-	4,734,770
5863	Professional Development	46,228	5,454	8,272	27,082	4,766	24,671	-	116,473	63,500	48,120	48,120	45,420	50,620	45,420	-	301,200	65,405	49,564	89,564	86,783	52,139	46,783	-	390,236	67,367	51,051	51,051	48,186	53,703	48,186	-	319,543
5864	Staff Appreciation	7,800	5,114	4,372	1,927	2,430	1,010	-	22,653	2,600	3,500	4,200	2,600	4,600	2,100	-	19,600	2,678	3,605	4,326	2,678	4,738	2,163	-	20,188	2,758	3,713	4,456	2,758	4,880	2,228	-	20,794
5869	Special Education Contract Instructors	15,082	228,452	295,954	156,480	338,488	87,528	-	1,121,984	12,000	288,000	193,000	202,560	407,000	99,000	-	1,201,560	12,360	296,640	199,048	208,637	419,210	115,830	-	1,251,725	12,731	305,539	205,019	214,896	431,786	142,471	-	1,312,443
5872	Special Education Encroachment	-	22,807	26,194	16,400	27,111	10,611	-	103,123	-	31,802	39,006	23,593	46,248	15,289	-	155,939	-	33,046	40,457	23,664	47,810	17,645	-	162,621	-	34,429	41,481	24,013	49,658	21,582	-	171,164
5875	Staff Recruiting	66,860	14,889	20,775	16,701	7,070	5,000	-	131,295	10,000	10,000	27,000	14,000	15,141	7,000	-	83,141	10,300	10,300	27,810	14,420	15,595	7,210	-	85,635	10,609	10,609	28,644	14,853	16,063	7,426	-	88,204
5877	Student Activities	513	9,466	9,573	5,000	6,504	10,360	-	41,417	-	10,000	15,000	12,000	8,999	5,000	-	50,999	-	10,300	15,450	12,360	9,269	5,150	-	52,529	-	10,609	15,914	12,731	9,547	5,305	-	54,105
5878	Student Assessment	-	6,484	7,542	3,068	3,040	2,561	-	22,696	-	20,649	20,000	18,089	20,679	13,183	-	92,580	-	21,268	20,600	18,611	21,299	13,578	-	95,357	-	21,907	21,218	19,169	21,938	13,986	-	98,218
5881	Student Information System	1,800	8,914	5,757	13,333	5,234	3,148	-	38,186	-	12,000	14,000	9,000	15,000	10,000	-	60,000	-	12,360	14,420	9,270	15,450	10,300	-	61,800	-	12,731	14,853	9,548	15,914	10,609	-	63,654
5884	Substitutes	7,000	122,675	77,480	68,145	74,378	64,405	-	414,082	-	35,000	35,000	35,000	40,000	25,000	-	170,000	-	36,050	36,050	36,050	41,200	25,750	-	175,100	-	37,132	37,132	37,132	42,436	26,523	-	180,353
5887	Technology Services	76,180	18,960	11,698	14,000	11,969	16,000	-	148,807	41,040	11,316	11,016	12,216	31,616	11,466	-	118,670	42,271	11,655	11,346	12,582	32,564	11,810	-	122,230	43,539	12,005	11,687	12,960	33,541	12,164	-	125,897
5899	Contingency	1,440	10,177	35,250	25,250	25,058	6,307	-	93,482	-	75,000	75,000	75,000	75,000	75,000	-	375,000	-	77,250	77,250	77,250	77,250	75,000	-	384,000	-	79,568	79,568	79,568	79,568	75,000	-	393,270
5915	Postage and Delivery	15,276	2,141	1,111	2,121	2,121	606	100	23,476	11,450	2,500	300	300	500	300	-	15,350	11,794	2,575	309	309	515	309	-	15,811	12,147	2,652	318	318	530	318	-	16,285
	SUBTOTAL - Services & Other Operating Exp.	**1,427,312**	**2,502,478**	**3,226,075**	**2,517,639**	**3,331,535**	**1,617,229**	**66,765**	**14,689,032**	**1,414,157**	**2,748,801**	**3,422,158**	**2,598,664**	**4,183,465**	**1,780,075**	**1,315**	**16,148,635**	**1,443,082**	**2,853,297**	**3,576,695**	**2,654,838**	**4,333,532**	**1,927,851**	**1,315**	**16,790,610**	**1,472,874**	**2,946,777**	**3,629,914**	**2,649,928**	**4,476,782**	**2,116,466**	**1,315**	**17,293,056**
Depreciation Expense																															
6900	Depreciation	-	181,683	25,628	4,011	12,553	255	700,018	924,148	-	181,343	8,972	3,714	12,553	-	700,018	906,600	-	181,343	6,438	3,714	12,553	-	700,018	904,066	-	179,242	1,985	3,714	1,046	-	700,018	886,005
	SUBTOTAL - Depreciation Expense	**-**	**181,683**	**25,628**	**4,011**	**12,553**	**255**	**700,018**	**924,148**	**-**	**181,343**	**8,972**	**3,714**	**12,553**	**-**	**700,018**	**906,600**	**-**	**181,343**	**6,438**	**3,714**	**12,553**	**-**	**700,018**	**904,066**	**-**	**179,242**	**1,985**	**3,714**	**1,046**	**-**	**700,018**	**886,005**
Other Outflows																															
7438	Long term debt - Interest	52,500	63,898	-	-	-	185	127,936	244,519	-	64,537	-	-	-	-	108,112	172,649	-	66,473	-	-	-	-	108,112	174,585	-	68,467	-	-	-	-	108,112	176,579
	SUBTOTAL - Other Outflows	**52,500**	**63,898**	**-**	**-**	**-**	**185**	**127,936**	**244,519**	**-**	**64,537**	**-**	**-**	**-**	**-**	**108,112**	**172,649**	**-**	**66,473**	**-**	**-**	**-**	**-**	**108,112**	**174,585**	**-**	**68,467**	**-**	**-**	**-**	**-**	**108,112**	**176,579**
TOTAL EXPENSES		**4,886,456**	**7,479,791**	**7,496,685**	**5,295,086**	**8,464,512**	**3,567,733**	**895,218**	**38,085,481**	**4,661,135**	**6,996,782**	**7,784,269**	**5,450,661**	**9,438,163**	**3,686,538**	**809,945**	**38,827,493**	**4,794,233**	**7,368,314**	**8,076,184**	**5,494,633**	**9,862,402**	**4,164,055**	**809,945**	**40,569,767**	**4,931,845**	**7,615,765**	**8,268,845**	**5,582,402**	**10,188,870**	**4,872,359**	**809,945**	**42,270,031**

Coversheet

2026-27 Consolidated Application (ConApp) for the Use or Rejection of Categorical Funds

Section: IV. Finance/Budget
Item: G. 2026-27 Consolidated Application (ConApp) for the Use or Rejection of Categorical Funds
Purpose: FYI
Submitted by:
Related Material: Voices Flagship - FY27 Consolidated Application.pdf
Voices Morgan Hill - FY27 Consolidated Application.pdf
Voices Mount Pleasant - FY27 Consolidated Application.pdf
Voices Stockton - FY27 Consolidated Application.pdf
Voices West Contra Costa - FY27 Consolidated Application.pdf

California Department of Education **Consolidated Application**

Voices College-Bound Language Academy (43 69450 0113662)

Status: None
Date: None

2026–27 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/ca26assurancestoc.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 (43 69450 0113662)

Status: Draft
Saved by: Nicholas Mawad
Date: 6/16/2026 11:28 AM

2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	CEO
Authorized Representative's Signature Date	06/16/2026
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: Nicholas Mawad
Date: 6/16/2026 11:28 AM

2026–27 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	06/24/2026
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	CEO

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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy (43 69450 0113662)

Status: Draft
Saved by: Nicholas Mawad
Date: 6/16/2026 11:29 AM

2026–27 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	Yes

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

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2026–27 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 Park, Language Policy and Leadership Office, APark@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	$135.70
Estimated English learner student count	150
Estimated English learner student program allocation	$20,355

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	$20,355
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	$20,355

Warning
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2026–27 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/.

2026–27 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)	

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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy at Morgan Hill (43 10439 0131748)

Status: None
Date: None

2026–27 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/ca26assurancestoc.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	

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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: Nicholas Mawad
Date: 6/16/2026 11:39 AM

2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	CEO
Authorized Representative's Signature Date	06/16/2026
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)	

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2026–27 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

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Returning Application

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Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	CEO

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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: Nicholas Mawad
Date: 6/16/2026 11:39 AM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

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District English Learner Advisory Committee Review

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Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2026–27 Title III English Learner Student Program Subgrant Budget

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Annie Park, Language Policy and Leadership Office, APark@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	$135.70
Estimated English learner student count	191
Estimated English learner student program allocation	$25,919

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	$25,919
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	$25,919

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: Nicholas Mawad
Date: 6/16/2026 11:40 AM

2026–27 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/.

2026–27 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

2026–27 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/ca26assurancestoc.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 Mt. Pleasant (43 10439 0132530)

Status: Draft
Saved by: Nicholas Mawad
Date: 6/16/2026 11:42 AM

2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	CEO
Authorized Representative's Signature Date	06/16/2026
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
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: Draft
Saved by: Nicholas Mawad
Date: 6/16/2026 11:42 AM

2026–27 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	06/24/2026
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	CEO

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: Draft
Saved by: Nicholas Mawad
Date: 6/16/2026 11:43 AM

2026–27 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	Yes

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
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.

2026–27 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 Park, Language Policy and Leadership Office, APark@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	$135.70
Estimated English learner student count	152
Estimated English learner student program allocation	$20,626

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	$20,626
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	$20,626

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: Draft
Saved by: Nicholas Mawad
Date: 6/16/2026 11:44 AM

2026–27 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/.

2026–27 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 Stockton (39 68676 0139907)

Status: None
Date: None

2026–27 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/ca26assurancestoc.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 Stockton (39 68676 0139907)

Status: Draft
Saved by: Nicholas Mawad
Date: 6/16/2026 11:44 AM

2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	CEO
Authorized Representative's Signature Date	06/16/2026
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: Nicholas Mawad
Date: 6/3/2026 2:09 PM

2026–27 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	06/24/2026
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	CEO

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: Nicholas Mawad
Date: 6/3/2026 2:07 PM

2026–27 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	Yes

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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2026–27 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 Park, Language Policy and Leadership Office, APark@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	$135.70
Estimated English learner student count	71
Estimated English learner student program allocation	$9,635

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	$9,635
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	$9,635

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: Nicholas Mawad
Date: 6/3/2026 2:07 PM

2026–27 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/.

2026–27 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

2026–27 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/ca26assurancestoc.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: Nicholas Mawad
Date: 6/16/2026 11:44 AM

2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	CEO
Authorized Representative's Signature Date	06/16/2026
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: Nicholas Mawad
Date: 6/3/2026 2:10 PM

2026–27 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	06/24/2026
Authorized Representative's Full Name	Aldo Ramirez
Authorized Representative's Title	CEO

Warning
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2026–27 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	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
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California Department of Education **Consolidated Application**

Voices College-Bound Language Academy at West Contra Costa County (07 61796 0136903)

Status: Draft
Saved by: Nicholas Mawad
Date: 6/10/2026 10:47 AM

2026–27 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 Park, Language Policy and Leadership Office, APark@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	$135.70
Estimated English learner student count	228
Estimated English learner student program allocation	$30,940

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	$30,940
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	$30,940

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 West Contra Costa County (07 61796 0136903)

Status: Draft
Saved by: Nicholas Mawad
Date: 6/3/2026 11:48 AM

2026–27 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/.

2026–27 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.

Coversheet

2026-27 EPA Estimated Expenditure Plans and board resolutions for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academies at Morgan Hill, Voices College-Bound Language Academies at Mount Pleasant, Voices College-Bound Language Academies at Stockton, Voices College-Bound Language Academies at West Contra Costa

Section: IV. Finance/Budget
Item: M. 2026-27 EPA Estimated Expenditure Plans and board resolutions for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academies at Morgan Hill, Voices College-Bound Language Academies at Mount Pleasant, Voices College-Bound Language Academies at Stockton, Voices College-Bound Language Academies at West Contra Costa
Purpose: FYI
Submitted by:
Related Material: Voices Flagship - FY27 EPA Spending Plan Resolution.pdf
Voices Morgan Hill - FY27 EPA Spending Plan Resolution.pdf
Voices Stockton - FY27 EPA Spending Plan Resolution.pdf
Voices Mount Pleasant - FY27 EPA Spending Plan Resolution.pdf
Voices West Contra Costa - FY27 EPA Spending Plan Resolution.pdf
Voices Flagship - FY27 EPA Spending Plan.pdf
Voices West Contra Costa - FY27 EPA Spending Plan.pdf
Voices Mount Pleasant - FY27 EPA Spending Plan.pdf
Voices Stockton - FY27 EPA Spending Plan.pdf
Voices Morgan Hill - FY27 EPA Spending Plan.pdf

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, 2026

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Board Member

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Board Member

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Board Member

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Board Member

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Board Member

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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, 2026

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Board Member

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Board Member

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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, 2026

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Board Member

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Board Member

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, 2026

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Board Member

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Board Member

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, 2026

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Board Member

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Board Member

Voices College Bound Language Academy Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2026 - June 30, 2027
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	$796,552
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$796,552
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		**$796,552**

*Estimated EPA Spending based on CDE's Estimated 2026-27 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, 2026 - June 30, 2027
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	$89,628
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$89,628
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		**$89,628**

*Estimated EPA Spending based on CDE's Estimated 2026-27 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, 2026 - June 30, 2027
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	$45,198
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$45,198
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		**$45,198**

*Estimated EPA Spending based on CDE's Estimated 2026-27 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, 2026 - June 30, 2027
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	$29,202
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$29,202
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$29,202**

*Estimated EPA Spending based on CDE's Estimated 2026-27 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 Morgan Hill Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2026 - June 30, 2027
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	$74,772
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$74,772
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		**$74,772**

*Estimated EPA Spending based on CDE's Estimated 2026-27 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

FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academies at Morgan Hill, Voices College-Bound Language Academies at Mount Pleasant, Voices College-Bound Language Academies at Stockton, Voices College-Bound Language Academies at West Contra Costa

Section: IV. Finance/Budget
Item: S. FY26 Prop 28 Arts & Music in Schools (AMS) Annual Reports for Voices College-Bound Language Academy (Flagship), Voices College-Bound Language Academies at Morgan Hill, Voices College-Bound Language Academies at Mount Pleasant, Voices College-Bound Language Academies at Stockton, Voices College-Bound Language Academies at West Contra Costa
Purpose: FYI
Submitted by:
Related Material: Voices Stockton - FY26 Proposition 28 Annual Report.pdf
Voices Mount Pleasant - FY26 Proposition 28 Annual Report.pdf
Voices Flagship - FY26 Proposition 28 Annual Report.pdf
Voices West Contra Costa - FY26 Proposition 28 Annual Report.pdf
Voices Morgan Hill - FY26 Proposition 28 Annual Report.pdf

Annual Report

LEA	Voices College Bound Language Academy at Stockton
Fiscal Year	2025-26
Total Allocation	$26,861
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:	1
Number of students served:	157
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	2025-26
Total Allocation	$45,521
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:	1
Number of students served:	236
Number of school sites providing arts education:	1

Link to Reporting Portal

Annual Report

LEA	Voices College Bound Language Academy
Fiscal Year	2025-26
Total Allocation	$58,782
Enrollment > 500? (Y/N)	No

Narrative description of the Prop 28 art education program(s) funded.

Voices Flagship 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:	1
Number of students served:	340
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	2025-26
Total Allocation	$66,007
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:	1
Number of students served:	415
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	2025-26
Total Allocation	$60,842
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:	1
Number of students served:	388
Number of school sites providing arts education:	1

Link to Reporting Portal

Coversheet

Vendor Agreement: InPlay Expanded Learning Registration, Attendance & Reporting Platform

Section: V. Board Business
Item: A. Vendor Agreement: InPlay Expanded Learning Registration, Attendance & Reporting Platform
Purpose: FYI
Submitted by:
Related Material: 2026-06-12 InPlay Proposal for Voices Academies.docx.pdf
Voices _ InPlay Terms of Service Doc.docx.pdf
InPlay Summary .pdf
CA-NDPA.pdf
Exhibit D supplemental attachment.pdf

InPlay Proposal for Voices Academies

Expanded Learning Registration, Attendance & Reporting Solution

June 12, 2026

Prepared for:
Kristen Hitchman
Expanded Learning Manager
Voices Academies

Prepared by:
Michael Chang
Director of Partnership Development
InPlay

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Executive Summary

Thank you for the opportunity to learn more about Voices Academies and your commitment to providing high-quality expanded learning opportunities for students and families across your five schools.

During our conversations, you shared several operational challenges that have emerged as your enrichment, after-school, and summer programs have grown:

- Managing registration through Google Sheets has become increasingly difficult and time-consuming.
- ParentSquare does not fully support the registration workflows needed by families and staff.
- Parents need a simpler way to register and update information.
- Staff spend significant time managing capacities, waitlists, and roster changes.
- Attendance and participation reporting often requires manual effort and follow-up.
- Tracking Attendance Recovery takes a significant amount of manual processing.
- A bilingual, mobile-first experience is critical for serving Voices families effectively.
- A small team must support multiple campuses and four annual registration campaigns.

InPlay proposes a partnership that combines technology and professional services to streamline registration, improve family experience, reduce administrative workload, and provide greater visibility into program participation.

The proposed solution will support:

- Five Voices Academies campuses
- Approximately 1,700 enrolled students
- Four annual registration campaigns:
    1. Fall Enrichment & Extended Day
    2. Winter Enrichment & Extended Day
    3. Spring Enrichment & Extended Day (including Spring Camp)
    4. Summer Programs

Why InPlay

Voices Academies is not simply looking for registration software. You are looking for a scalable way to manage expanded learning programs across multiple campuses while providing an exceptional experience for families and reducing administrative burden on staff.

Purpose-Built for Expanded Learning

Unlike general-purpose registration tools, InPlay is designed specifically for after-school, enrichment, summer, and expanded learning programs.

The platform supports:

- Multi-campus program management
- Class-based enrollment
- Capacity management
- Automated waitlists
- Family communications
- Attendance tracking
- Attendance Recovery management
- Participation reporting

Technology + Professional Services

Many software vendors provide a platform and leave implementation entirely to the customer.

InPlay combines technology with hands-on professional services to help organizations successfully plan, launch, and manage registration campaigns throughout the year.

Our team provides:

- Campaign planning
- Registration setup
- Workflow design
- Staff training
- Launch support
- Ongoing customer success

This partnership approach reduces implementation risk and minimizes the workload required from internal staff.

Built for Family Accessibility

Voices serves a diverse community where mobile access and bilingual communication are essential.

InPlay provides:

- Mobile-first registration
- English and Spanish user experiences
- Human-reviewed translations
- Parent self-service capabilities

This helps ensure families can successfully participate regardless of language requirements or device access.

Supporting Growth Without Additional Administrative Burden

As expanded learning programs grow, manual processes become increasingly difficult to sustain.

InPlay helps organizations:

- Reduce paper and spreadsheet dependency
- Eliminate manual waitlist management
- Improve enrollment visibility
- Simplify reporting
- Scale programs efficiently

The result is a system that enables small teams to support larger programs while improving service to students and families.

Current State

Today, Voices manages expanded learning enrollment through a combination of:

- Google Sheets
- ParentSquare
- Manual roster management
- Individual staff processes

While these tools have been sufficient in the past, they create several operational challenges.

Administrative Burden

- Spreadsheet version-control issues
- Duplicate data entry
- Manual enrollment updates
- Time-consuming roster management

Parent Experience Challenges

- Limited parent self-service capabilities
- Difficulty updating submitted information
- Multiple communication channels
- Lost forms and support requests

Program Operations Challenges

- Manual waitlist management
- Capacity tracking across multiple classes
- Enrollment auditing and dispute resolution
- Limited visibility across programs

Reporting Challenges

- Attendance data collection delays
- Manual reporting processes
- Difficulty accessing participation data quickly
- Attendance Recovery requires significant staff effort

Proposed Solution

InPlay Platform + Professional Services

InPlay provides both software and operational support.

Our goal is not simply to provide a registration platform, but to partner with Voices Academies to successfully plan, launch, and manage registration campaigns throughout the year.

InPlay Technology Platform

- Centralized registration system
- Parent self-service portal
- Class enrollment management
- Capacity controls

- Automated waitlists
- Multi-campus administration
- Mobile-first design
- English and Spanish family experience

InPlay Professional Services

- Campaign planning and setup
- Registration workflow design
- Program configuration
- Family communication support
- Staff training
- Launch support
- Ongoing customer success

Core Registration Solution

Registration Management

The InPlay platform enables families to:

- Discover available programs
- Register online
- Join waitlists
- Receive enrollment confirmations
- Access information in English and Spanish
- Complete registration from a smartphone, tablet, or computer

Program Administration

Staff can:

- Create and manage classes
- Set enrollment limits
- Manage waitlists
- Monitor registrations in real time
- Access enrollment records
- Export participant data and rosters

Family Experience

Designed specifically for families who primarily access information via mobile devices.

Features include:

- Mobile-friendly registration
- Bilingual UI and content
- Parent self-service updates
- Registration confirmations
- Waitlist notifications

Enrollment Audit Trail

The platform maintains registration history and timestamps to support:

- Enrollment verification
- Parent inquiries
- Staff troubleshooting
- Program administration

Campaign Support Services

The engagement includes support for four registration campaigns.

Fall Enrichment

Configuration, launch preparation, and registration support.

Winter Enrichment

Campaign setup and operational support.

Spring Enrichment

Campaign management including Spring Camp registration.

Summer Programs

Summer registration setup and support.

For each campaign, InPlay will assist with:

- Registration configuration
- Capacity setup
- Waitlist configuration
- Family communication preparation
- Launch readiness review

- Post-launch support
- Campaign effectiveness statistics for superintendent/CEO and board

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Bilingual Family Engagement

Serving Voices families effectively requires more than machine translation.

InPlay will provide:

- English and Spanish registration experiences
- Human-reviewed translations
- Family-friendly messaging
- Mobile-first access

This approach helps ensure families can successfully participate regardless of language preference or device access.

Optional Attendance & Reporting Module

Attendance Tracking

InPlay can provide an optional Attendance & Reporting solution that complements registration and enrollment management.

Features include:

- Daily attendance tracking
- Digital sign-in/out with electronic signatures
- Manual attendance entry options
- Attendance Recovery management
- Participation tracking
- Attendance exports

Reporting & Program Insights

The reporting module provides staff with timely access to participation and attendance information without requiring manual spreadsheet compilation.

Features include:

- Enrollment reports

- Attendance reports
- Attendance Recovery reports with CDE calculations
- Participation dashboards
- Program utilization metrics
- Student participation exports
- Site-level reporting
- Audit-ready historical records
- Custom data exports

Operational Benefits

The Attendance & Reporting module helps Voices:

- Reduce time spent responding to attendance data requests
- Improve visibility into program participation
- Simplify reporting for school and network leadership
- Support program evaluation and planning
- Maintain organized historical records

Flexible Rollout

Recognizing that some campuses currently use paper attendance processes, the Attendance & Reporting module can be implemented:

Option 1

Year 1 implementation alongside registration.

Option 2

Phased implementation in a future school year.

This approach allows Voices to align implementation with budget and operational readiness.

Attendance Recovery & Compliance

Attendance recovery presents a meaningful opportunity for Voices Academies to both support students and recover funding. However, managing attendance recovery today often requires significant manual effort, complex calculations, and ongoing compliance tracking.

InPlay's Attendance Recovery, Attendance & Reporting Module helps simplify these processes by providing:

- Activity-based attendance tracking
- Automated attendance recovery calculations
- Grade-level compliance rules and hour banking
- Attendance and participation reporting
- Audit-ready documentation
- Consolidated reporting across multiple programs and data sources

By combining registration, attendance, reporting, and attendance recovery in a single platform, Voices can reduce administrative burden, improve reporting accuracy, and maximize attendance recovery opportunities without adding additional staff or systems.

Unlike vendors that charge a percentage of recovered funding, InPlay provides attendance recovery capabilities as part of a comprehensive expanded learning solution with a predictable annual investment.

Implementation Approach

Phase 1: Discovery & Configuration

- Program review
- Workflow design
- System configuration
- School setup
- User permissions

Phase 2: Training & Preparation

- Administrator training
- Front office training
- Registration testing
- Launch readiness review

Phase 3: Campaign Launch

- Registration launch support
- Enrollment monitoring
- Issue resolution
- Family support coordination

Phase 4: Ongoing Success

- Dedicated customer success support
- Campaign planning assistance
- Best-practice guidance
- Quarterly review meetings

Expected Outcomes

Through this partnership, Voices Academies can expect to:

Improve Family Experience

- Easier registration
- Mobile-friendly access
- Bilingual participation
- Greater transparency

Reduce Administrative Workload

- Eliminate spreadsheet management challenges
- Reduce manual roster maintenance
- Simplify enrollment administration
- Improve operational efficiency

Increase Program Visibility

- Real-time enrollment information
- Better participation reporting
- Improved operational oversight

Support Sustainable Growth

- Increase revenue via Attendance Recovery efforts
- Scale programs across five campuses
- Support future enrollment growth
- Reduce dependence on manual processes
- Enable a small team to manage larger programs effectively

Investment

Core Solution: Registration Platform + Professional Services

Includes:

- Registration platform
- Four annual enrollment campaigns
- Five campuses
- Parent self-service
- Waitlists and capacity management
- English and Spanish support
- Human-reviewed translations
- Training and onboarding
- Ongoing customer success
- Campaign planning and launch support

Investment amount: $40,000

Option: Registration + Attendance & Reporting Platform + Professional Services

Includes everything in Core Solution plus:

- Attendance tracking
- Attendance reporting
- Participation dashboards
- Enrollment reporting
- Program utilization reporting
- Attendance exports
- Custom data exports
- Attendance implementation support

Investment amount: $10,000

Terms of Service

Voices College-Bound Language Academies [VCBLA]

1. **VCBLA Expanded Learning Opportunities Programs** may send you SMS text invitations to offer district-funded afterschool and intersession programs for your child. We will send you texts to register, confirm enrollment, and reminders to attend. If you opt out of receiving texts, you can still enroll in programs through other means by contacting your school district.
2. You can cancel or opt out of the SMS service at any time. Just text "**STOP**" to the short code. After you send the SMS message "**STOP**" to us, we will send you an SMS message to confirm that you have been unsubscribed. After this, you will no longer receive SMS messages from us. If you want to join again, just text “START,” “SUBSCRIBE,” or “RESUBSCRIBE” to the short code or contact the SDF Education Initiatives to reenroll and we will start sending SMS messages to you again.
3. If you are experiencing issues with the messaging program you can reply with the keyword “**HELP**” for more assistance, or you can get help directly at VoicesSupport@inplay.org.
4. Mobile carriers are not liable for any delayed or undelivered messages
5. As always, message and data rates may apply to any messages we send to you and to messages you send to us. You can expect to receive five to ten messages during a sign-up season. If you have any questions about your text plan or data plan, please contact your wireless provider.
6. If you have any questions regarding privacy, please read our privacy policy: **Privacy Policy. (insert website link here)**

Board Proposal Summary:
InPlay Expanded Learning Solution

To: Board of Directors, Voices Academies

From: Kristen Hitchman, Expanded Learning Manager

Date: June 17, 2026

Subject: Selection of InPlay for Expanded Learning Registration, Attendance & Reporting

I. Executive Summary & Strategic Context

As Voices Academies' enrichment, after-school, and summer programs have scaled across five campuses (serving approximately 1,700 students), our current administrative infrastructure has hit its operational limits. Managing critical workflows through fragmented tools like Google Sheets and ParentSquare has introduced significant inefficiencies:

- **Administrative Friction:** High staff burden spent manually processing class capacities, managing waitlists, and coordinating roster updates across multiple campuses. The process can be slow and parents get frustrated they don't know their student's placement immediately.
- **Compliance & Audit Risks:** Tracking Attendance Recovery requires intensive manual processing and complex calculations, which limits visibility and compromises audit preparedness for California Department of Education (CDE) compliance. Information is available to Voices quickly without having to rely on our partners for data.
- **Equity & Family Access Barriers:** Current systems lack a mobile-first, fluid bilingual framework to natively support Spanish-speaking families.

The Proposal: InPlay offers a purpose-built, comprehensive software-as-a-service (SaaS) platform combined with managed professional services to automate registration, streamline multi-campus program administration, maximize Attendance Recovery funding, and offer an inclusive bilingual parent experience.

II. Core Solution Capabilities

A. Centralized Registration & Family Portal

- **Bilingual & Mobile-First Design:** Complete English and Spanish end-user experiences with human-reviewed translations, optimized for smartphones and tablets to align with family needs.
- **Automated Logistics:** Self-service parent portal featuring automated waitlist management, class-based enrollment tracking, and real-time capacity controls.
- **Audit Trails:** Robust digital logs capturing real-time timestamps for all registrations to simplify dispute resolution and enrollment verification.

B. Campaign Management & Reporting

- **Four Annual Campaigns Supported:** Fall Enrichment & Extended Day, Winter Enrichment, Spring Enrichment (including Spring Camp), and Summer Programs.
- **Executive Oversight:** Generation of campaign effectiveness and participation data tailored specifically for review by the CEO and Leadership Team.

C. Attendance & Compliance Module

- **Digital Accountability:** Daily electronic attendance tracking via digital sign-in/out and authenticated signatures.
- **Automated Attendance Recovery:** Built-in grade-level compliance rules and hour-banking mechanisms that auto-calculate funding recovery variables.
- **Audit-Ready Infrastructure:** Real-time CDE calculation reporting and secure historical records designed to satisfy external school and network leadership audits.

III. Implementation Roadmap

The partnership leverages an active configuration model rather than leaving implementation solely to internal IT resources:

1. **Phase 1: Discovery & Configuration** – Workflow design, system mapping, and individual permission structuring across all five schools.
2. **Phase 2: Training & Preparation** – Dedicated workspace training for front-office staff and platform testing.
3. **Phase 3: Campaign Launch** – Direct launch monitoring and immediate family support coordination.
4. **Phase 4: Ongoing Success** – Dedicated quarterly reviews and strategic planning assistance.

IV. Financial Investment & Expected Outcomes

Unlike alternative market solutions that demand a percentage of recovered funding, InPlay utilizes a predictable, fixed annual structure:

Solution Component	Inclusions	Annual Cost
Core Registration Platform	5 Campuses, 4 annual enrollment campaigns, bilingual translation engine, onboarding, and customer success services.	**$40,000**

Attendance & Reporting Module	Daily tracking, digital signature capture, CDE Attendance Recovery calculation engine, dashboard reporting.	**$10,000**
Total Annual Partnership Investment		**$50,000**

Expected Board Outcomes:

- **Net Revenue Positive:** Substantially scales standard Attendance Recovery efforts, capturing unrecovered state funding to offset the technology investment.
- **Administrative Scalability:** Empowers a lean central team to safely scale multi-campus summer and trimester enrichment programs without additional staffing.
- **System Integrity:** Migrates operations away from spreadsheet dependencies to an audit-ready, unified system of record. System is available to view from any location, giving different users personalized levels of access, and the ability to help families onsite in real time.

STANDARD STUDENT DATA PRIVACY AGREEMENT

CA-NDPA Standard
Version 1.5
(01.28.25)

School District

and

InPlay Learning Network

1/16/25

This Student Data Privacy Agreement ("**DPA**") is entered into on the date of full execution (the "**Effective Date**") and is entered into by and between:

School District , located at Address

(the "**Local Education Agency**" or "**LEA**") and

InPlay Learning Network , located at 55 East 3rd Ave, San Mateo, CA 94401

(the "**Provider**").

WHEREAS, the Provider is providing educational or digital services to LEA.

WHEREAS, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("**FERPA**") at 20 U.S.C. § 1232g (34 CFR Part 99);
the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. § 6501-6506 (16 CFR Part 312), applicable state privacy laws and regulations

and

WHEREAS, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

NOW THEREFORE, for good and valuable consideration, LEA and Provider agree as follows:

1. A description of the Services to be provided, the categories of Student Data that may be provided by LEA to Provider, and other information specific to this DPA are contained in the Standard Clauses hereto.

2. **Special Provisions.** ***Check if Required***

   If checked, the Supplemental State Terms and attached hereto as **Exhibit "G"** are hereby incorporated by reference into this DPA in their entirety.

   ☒ If Checked, the Provider, has signed **Exhibit "E"** to the Standard Clauses, otherwise known as General Offer of Privacy Terms

3. In the event of a conflict between the SDPC Standard Clauses, the State or Special Provisions will control. In the event there is conflict between the terms of the DPA and any other writing, including, but not limited to the Service Agreement and Provider Terms of Service or Privacy Policy the terms of this DPA shall control.

4. This DPA shall stay in effect for three years. Exhibit E will expire 3 years from the date the original DPA was signed.

5. The services to be provided by Provider to LEA pursuant to this DPA are detailed in **Exhibit "A"** (the "**Services**").

6. **Notices**. All notices or other communication required or permitted to be given hereunder may be given via e-mail transmission, or first-class mail, sent to the designated representatives below.

The designated representative for the LEA for this DPA is:

Name: _____Title: _____

Address: _____Address_____

Phone: _____Email: _____

The designated representative for the Provider for this DPA is:

Name: _____Rod Hsiao_____Title: _____CEO_____

Address: _____55 East 3rd Ave, San Mateo, CA 94401_____

Phone: _____650-246-9976_____Email: _____rod@inplay.org_____

IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA: School District

By: _____ Date: _____

Printed Name: _____ Title/Position: _____

PROVIDER: InPlay Learning Network

By: _____ Date: _____1/16/25_____

Printed Name: _____Rod Hsiao_____ Title/Position: _____CEO_____

STANDARD CLAUSES
Version 3.0

ARTICLE I: PURPOSE AND SCOPE

1. **Purpose of DPA**. The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing these services, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA, with respect to its use of Student Data

2. **Student Data to Be Provided**. In order to perform the Services described above, LEA shall provide Student Data as identified in the Schedule of Data, attached hereto as **Exhibit "B"**.

3. **DPA Definitions**. The definition of terms used in this DPA is found in **Exhibit "C".** In the event of a conflict, definitions used in this DPA shall prevail over terms used in any other writing, including, but not limited to the Service Agreement, Terms of Service, Privacy Policies etc.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Student Data Property of LEA**. All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data, notwithstanding the above.

2. **Parent Access**. To the extent required by law the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Provider shall respond in a reasonably timely manner (and no later than forty five (45) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent or student, whichever is sooner) to the LEA's request for Student Data in a student's records held by the Provider to view or correct as necessary. In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information.

3. **Separate Account**. If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student-Generated Content to a separate account created by the student.

4. **Law Enforcement Requests**. Should law enforcement or other government entities ("Requesting Party(ies)") contact Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the LEA of the request.

5. **Subprocessors**. Provider shall enter into written agreements with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA.

ARTICLE III: DUTIES OF LEA

1. **Provide Data in Compliance with Applicable Laws**. LEA shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time.

2. **Annual Notification of Rights**. If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA (34 CFR § 99.31(a)(1)), LEA shall include a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its annual notification of rights.

3. **Reasonable Precautions**. LEA shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted Student Data.

4. **Unauthorized Access Notification**. LEA shall notify Provider promptly of any known unauthorized access. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

ARTICLE IV: DUTIES OF PROVIDER

1. **Privacy Compliance**. The Provider shall comply with all applicable federal, state, and local laws, rules, and regulations pertaining to Student Data privacy and security, all as may be amended from time to time.

2. **Authorized Use**. The Student Data shared pursuant to the Service Agreement, including persistent unique identifiers, shall be used for no purpose other than the Services outlined in Exhibit A or stated in the Service Agreement and/or otherwise authorized under the statutes referred to herein this DPA.

3. **Provider Employee Obligation**. Provider shall require all of Provider's employees and agents who have access to Student Data to comply with all applicable provisions of this DPA with respect to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee or agent with access to Student Data pursuant to the Service Agreement.

4. **No Disclosure**. Provider acknowledges and agrees that it shall not make any re-disclosure of any Student Data or any portion thereof, including without limitation, user content or other non-public information and/or personally identifiable information contained in the Student Data other than as directed or

permitted by the LEA or this DPA. This prohibition against disclosure shall not apply to aggregate summaries of De-Identified information, Student Data disclosed pursuant to a lawfully issued subpoena or other legal process, or to subprocessors performing services on behalf of the Provider pursuant to this DPA. Provider will not Sell Student Data to any third party.

5. **De-Identified Data**: Provider agrees not to attempt to re-identify de-identified Student Data. De-Identified Data may be used by the Provider for those purposes allowed under FERPA and the following purposes: (1) assisting the LEA or other governmental agencies in conducting research and other studies; and (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Data shall survive termination of this DPA or any request by LEA to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer de-identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA who has provided prior written consent for such transfer. Prior to publishing any document that names the LEA explicitly or indirectly, the Provider shall obtain the LEA's written approval of the manner in which de-identified data is presented.

6. **Disposition of Data**. Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree. Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data after providing the LEA with reasonable prior notice. The duty to dispose of Student Data shall not extend to Student Data that had been De-Identified or placed in a separate student account pursuant to section II 3. The LEA may employ a "Directive for Disposition of Data" form, a copy of which is attached hereto as **Exhibit "D"**. If the LEA and Provider employ Exhibit "D," no further written request or notice is required on the part of either party prior to the disposition of Student Data described in Exhibit "D.

7. **Advertising Limitations.** Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits

ARTICLE V: DATA PROVISIONS

1. **Data Storage**. Where required by applicable law, Student Data shall be stored within the United States. Upon request of the LEA, Provider will provide a list of the locations where Student Data is stored.

2. **Audits.** No more than once a year, or following unauthorized access, upon receipt of a written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA . The Provider will cooperate reasonably with the LEA and any local, state, or federal

agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to reasonably cooperate shall be deemed a material breach of the DPA.

3. **Data Security**. The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security. The provider shall implement an adequate Cybersecurity Framework based on one of the nationally recognized standards set forth set forth in **Exhibit "F"**. Exclusions, variations, or exemptions to the identified Cybersecurity Framework must be detailed in an attachment to **Exhibit "H"**. Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity Framework in **Exhibit "F"**. Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.

4. **Data Breach**. In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. In such an event, notification shall be made within a reasonable time after the incident. Provider shall follow the following process:

(1) The security breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:

i. The name and contact information of the reporting LEA subject to this section.
ii. A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
iii. If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.
iv. Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided; and
v. A general description of the breach incident, if that information is possible to determine at the time the notice is provided.

(2) Provider agrees to adhere to all federal and state requirements with respect to a data breach related to the Student Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any such data breach.

(3) Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including personally identifiable information and agrees to provide LEA, upon request, with a summary of said written incident response plan.

(4) LEA shall provide notice and facts surrounding the breach to the affected students, parents or guardians.

(5) In the event of a breach originating from LEA's use of the Service, Provider shall cooperate with LEA to the extent necessary to expeditiously secure Student Data.

ARTICLE VI: GENERAL OFFER OF TERMS

Provider may, by signing the attached form of "General Offer of Privacy Terms" (General Offer, attached hereto as **Exhibit "E"**), be bound by the terms of **Exhibit "E"** to any other LEA who signs the acceptance on said Exhibit. The form is limited by the terms and conditions described therein.

ARTICLE VII: MISCELLANEOUS

1. **Termination**. In the event that either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any service agreement or contract if the other party breaches any terms of this DPA.

2. **Effect of Termination Survival**. If the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Article IV, section 6.

3. **Priority of Agreements**. This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. In the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between Exhibit H, the SDPC Standard Clauses, and/or the Supplemental State Terms, Exhibit H will control, followed by the Supplemental State Terms. Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.

4. **Entire Agreement**. This DPA and the Service Agreement constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties. Neither failure nor delay on the part of any Party in exercising any right, power, or privilege hereunder shall operate as a waiver of such right, nor shall any single or partial exercise of any such right, power, or privilege preclude any further exercise thereof or the exercise of any other right, power, or privilege.

5. **Severability**. Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.

6. **Governing Law; Venue and Jurisdiction**. THIS DPA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE LEA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE LEA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS DPA OR THE TRANSACTIONS CONTEMPLATED HEREBY.

7. **Successors Bound**: This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business In the event that the Provider sells, merges, or otherwise disposes of its business to a successor during the term of this DPA, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of sale, merger, or disposal. Such notice shall include a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement. The LEA has the authority to terminate the DPA if it disapproves of the successor to whom the Provider is selling, merging, or otherwise disposing of its business.

8. **Authority.** Each party represents that it is authorized to bind to the terms of this DPA, including confidentiality and destruction of Student Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Student Data and/or any portion thereof.

9. **Waiver**. No delay or omission by either party to exercise any right hereunder shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.

EXHIBIT "A"
DESCRIPTION OF SERVICES

InPlay offers a service to school districts for enrolling students in expanded learning programs. The service utilizes InPlay's Out-of-School Communication and Registration software solution (OSCAR) which provides an integrated solution to manage communication attendance tracking platform that helps districts to manage enrollment, attendance, and reporting for expanded learning programs. School districts and its community partners use OSCAR to sign up priority students who they believe need expanded learning programs the most. Specific sociodemographic cohorts of students can be targeted to offer exclusive programs. The district is responsible for providing SIS data on these priority students, and then OSCAR texts the parent/caregiver in their preferred language inviting them to sign up for local, grade-appropriate programs. Parents can view programs with real-time availability. If they choose to register, the sign-up forms are pre-filled with the SIS data provided by the district. Families receive automated text reminders to sign up and then attend.

Once programs are underway, the platform offers multiple ways to help site staff to take attendance and obtain electronic sign-outs. The centralized platform collects attendance data in real-time to facilitate easy reporting to funders.

InPlay offers secure role-based access to an administrative portal so that staff can track and manage program sign-ups for their respective programs in real time. The portal offers a dashboard and management reporting tools that significantly reduces the time and cost of doing outreach, enrolling families, tracking, and collecting attendance data for funder reports. Enrollment and attendance data is then returned in a clean datafile for uploading into the district/provider's student information system.

To support the district with implementation, InPlay assigns for the district a Campaign Manager, additional support staff, and training sessions to ensure smooth execution.

Unless specified, and explicitly excluded below, this DPA covers access to and use of all Provider's Services, as well as any future Services that Provider may offer. This coverage extends, without limitation, to all subdomains, software, mobile applications, and products that are owned and operated by Provider, its subsidiaries, and/or affiliates, except for those explicitly excluded below.

If applicable, any **EXCLUDED** services will be listed below and are therefore not covered by this DPA:

None excluded.

I have completed **Exhibit "A"** and, if applicable, specified any excluded Services that are not covered under this DPA.

EXHIBIT B: SCHEDULE OF STUDENT DATA

All Data Elements identified in this Exhibit are correct at time of signature.

Data Elements Collected by Product (required and optional):

Category of Data / Data Elements	**ALL DPA-COVERED APPS**						
Application Technology MetaData							
IP Addresses of users, use of cookies, etc.							
Other application technology metadata							
If 'Other' checked, please specify below checked box:							
Application Use Statistics							
Meta data on user interaction with application							
Assessment							
Standardized test scores							
Observation data							
Voice recordings							
Other assessment data							
If 'Other' checked, please specify below checked box:							
Attendance							
Student school (daily) attendance data	X						

Category of Data / Data Elements	**ALL DPA-COVERED APPS**						
Student class attendance data	X						
Communication							
Online communication captured (emails, blog entries)	X						
Conduct							
Conduct or behavioral data							
Demographics							
Data of birth	X						
Place of birth							
Gender	X						
Ethnicity or race	X						
Language information (native, or primary language spoken by student)	X						
Other demographic information							
If 'Other' checked, please specify below checked box:							
Enrollment							
Student school enrollment	X						
Student grade level	X						
Homeroom							
Guidance counselor							
Specific curriculum programs							
Year of graduation							

Category of Data / Data Elements	**ALL DPA-COVERED APPS**						
Other enrollment information	X						
If 'Other' checked, please specify below checked box:	Enrollment in specific expanded learning programs						
Parent/Guardian Contact Information							
Address	X						
Email	X						
Phone	X						
Parent/Guardian ID							
Parent ID number (created to link parents to students)	X						
Parent/Guardian Name							
First and/or last	X						
Schedule							
Student scheduled courses							
Teacher names							
Special Indicator							
English language learner information	X						
Low-income status	X						
Medical alerts/health data							
Student disability information	X						
Specialized education Services (IEP or 504)	X						
Living situations (homeless/foster care)	X						
Other indicator information	X						

Category of Data / Data Elements	**ALL DPA-COVERED APPS**						
If 'Other' checked, please specify below checked box:	a) Student status as a priority "Unduplicated" student under LCFF; b) If student is a						
Student Contact Information							
Address							
Email							
Phone							
Student Identifiers							
Local (school district) ID number	X						
State ID number	X						
Provider/app assigned student ID number							
Student app username							
Student app passwords							
Student Name							
First and/or last	X						
Student In App Performance							
Program/application performance (e.g. typing program – student types 60 wpm, reading program – student reads below grade level)							
Student Program Membership							
Academic or extracurricular activities a student may belong to or participate in	X						

Category of Data / Data Elements	**ALL DPA-COVERED APPS**						
Student Survey Responses							
Student responses to surveys or questionnaires	X						
Student Work							
Student generated content; writing, pictures, etc.							
Other student work data	X						
If 'Other' checked, please specify below checked box:	Responses to enrollment application questions (if requested by providers)						
Transcript							
Student course grades							
Student course data							
Student course grades/performance scores							
Other transcript data							
If 'Other' checked, please specify below checked box:							
Transportation							
Student bus assignment							
Student pick up and/or drop off location							
Student bus card ID number							
Other transportation data							

Category of Data / Data Elements	**ALL DPA-COVERED APPS**						
If 'Other' checked, please specify below checked box:							
Other							
Other data collected	X						
If 'Other' checked, please list each additional data element used, stored, or collected by your application below checked box:	a) Other emergency contact names, phone numbers, and relationship to student; b) Parent/ Guardian's						
None							
No student data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable.							

EXHIBIT "C"
DEFINITIONS

De-Identified Data and De-Identification: Records and information are considered to be de-identified when all personally identifiable information has been removed or obscured, such that the remaining information does not reasonably identify a specific individual, including, but not limited to, any information that, alone or in combination is linkable to a specific student and provided that the educational agency, or other party, has made a reasonable determination that a student's identity is not personally identifiable, taking into account reasonable available information.

Educational Records: Educational Records are records, files, documents, and other materials directly related to a student and maintained by the school or local education agency, or by a person acting for such school or local education agency, including but not limited to, records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

Metadata: means information that provides meaning and context to other data being collected; including, but not limited to: date and time records and purpose of creation Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information.

Operator: means the operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K–12 school purposes. Any entity that operates an internet website, online service, online application, or mobile application that has entered into a signed, written agreement with an LEA to provide a service to that LEA shall be considered an "operator" for the purposes of this section.

Originating LEA: An LEA who originally executes the DPA in its entirety with the Provider.

Provider: For purposes of the DPA, the term "Provider" means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Student Data. Within the DPA the term "Provider" includes the term "Third Party" and the term "Operator" as used in applicable state statutes.

Student Generated Content: The term "student-generated content" means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content.

School Official: For the purposes of this DPA and pursuant to 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Education Records; and (3) Is subject to 34 CFR § 99.33(a) governing the use and re-disclosure of personally identifiable information from Education Records.

Service Agreement: Refers to the Contract, Purchase Order or Terms of Service or Terms of Use.

Student Data: Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to

information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes "personally identifiable information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in **Exhibit "B"** is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or de-identified, or anonymous usage data regarding a student's use of Provider's services.

Subprocessor: For the purposes of this DPA, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to Student Data.

Subscribing LEA: An LEA that was not party to the original Service Agreement and who accepts the Provider's General Offer of Privacy Terms.

Targeted Advertising: means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the operator's Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted advertising" does not include any advertising to a student on an Internet web site based on the content of the web page or in response to a student's response or request for information or feedback.

Third Party: The term "Third Party" means a provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Education Records and/or Student Data, as that term is used in some state statutes. However, for the purpose of this DPA, the term "Third Party" when used to indicate the provider of digital educational software or services is replaced by the term "Provider."

EXHIBIT "D"

DIRECTIVE FOR DISPOSITION OF DATA

Provider to dispose of data obtained by Provider pursuant to the terms of the Service Agreement between LEA and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

_____ Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

_____ Disposition is complete. Disposition extends to all categories of data.

2. Nature of Disposition

_____ Disposition shall be by destruction or deletion of data.

_____ Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

3. Schedule of Disposition

Data shall be disposed of by the following date:

_____ As soon as commercially practicable.

_____ By _____

4. Signature

_____ _____

Authorized Representative of LEA Date

5. Verification of Disposition of Data

_____ _____

Authorized Representative of Company Date

EXHIBIT "E"

GENERAL OFFER OF PRIVACY TERMS

1. **Offer of Terms**

Provider offers the same privacy protections found in this DPA between it and

School District

("Originating LEA") which is dated 1/16/25 , to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statues; (2) a material change in the services and products listed in the originating Service Agreement; or three (3) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed **Exhibit "E"** to Provider at the following email address:

rod@inplay.org.

PROVIDER: InPlay Learning Network

BY: _____ Date: 1/16/25

Printed Name: Rod Hsiao Title/Position: CEO

2. **Subscribing LEA**

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between the School District

and the Provider. **PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VII, SECTION 5. **

LEA: _____

BY:

_____ Date: _____

Printed Name: _____ Title/Position: _____

SCHOOL DISTRICT NAME: _____

DESIGNATED REPRESENTATIVE OF LEA:

Name: _____

Title: _____

Address: _____

Telephone Number: _____

Email: _____

EXHIBIT "F"
DATA SECURITY REQUIREMENTS

Adequate Cybersecurity Frameworks
2/24/2020

Below is a list of known and credible cybersecurity frameworks which can protect digital learning ecosystems chosen based on a set of guiding cybersecurity principles ("Cybersecurity Frameworks") that may be utilized by Provider.

Cybersecurity Frameworks

	MAINTAINING ORGANIZATION/GROUP	FRAMEWORK(S)
X	National Institute of Standards and Technology	NIST Cybersecurity Framework Version 1.1
	National Institute of Standards and Technology	NIST SP 800-53, Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), Special Publication 800-171
	International Standards Organization	Information technology — Security techniques — Information security management systems (ISO 27000 series)
	Secure Controls Framework Council, LLC	Security Controls Framework (SCF)
	Center for Internet Security	CIS Critical Security Controls (CSC, CIS Top 20)
	Office of the Under Secretary of Defense for Acquisition and Sustainment (OUSD(A&S))	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

EXHIBIT G: Supplemental State Terms for California & AI Addendum

This Amendment for State Terms for California ("**Amendment**") is entered into on the date of full execution (the "**Effective Date**") and is incorporated into and made a part of the Student Data Privacy Agreement ("**DPA**") by and between:
School District , located at Address
(the "**Local Education Agency**" or "**LEA**") and
InPlay Learning Network , located at 55 East 3rd Ave, San Mateo, CA 94401
(the "**Provider**").

All capitalized terms not otherwise defined herein shall have the meaning as defined in the attached DPA.

WHEREAS, the Provider is providing educational or digital Services to LEA. ,

WHEREAS, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("FERPA") at 20 U.S.C. §1232g (34 C.F.R. Part 99); and the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. §6501-6506 (16 C.F.R. Part 312), applicable laws, and

WHEREAS, the Provider and LEA agree that additional and modified sections are required to address the use of Artificial Intelligence ("AI") as part of the services or product provided; and

WHEREAS, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

NOW THEREFORE, for good and valuable consideration, LEA and Provider agree to the following:

1. **Term**. Unless otherwise terminated by the Parties, this Amendment shall remain effective for the duration of the attached DPA.

2. **Amendment to ARTICLE II, § 2**. of the DPA (Parent, Legal Guardian and Student Access) is amended as follows:

   In accordance with California Education Code § 49073.1(b)(2), should the Provider store or maintain Student-Generated Content, the Provider shall, upon request from the LEA, provide a mechanism for students to retain ownership of the content they create, which shall include text or images generated by Artificial Intelligence, to be defined below. Furthermore, this NDPA does not impede the ability of students to download, export, or otherwise save or maintain their own Student Generated Content directly from Provider or for Provider to provide a mechanism for such download, export, transfer or saving to students, or the student's parent or legal guardian. Nor does it impede the ability of Providers to offer LEAs features to allow such ability.

3. **Amendment to ARTICLE I, to include the addition(s) of § 4 & 4.1 & 4.2:**

   4. **Use of Artificial Intelligence.** If the Services described in Exhibit "A" require Provider to use AI, ownership of Student Data shall remain with the District or Student. The Provider is prohibited from using or reproducing Student Data for AI training or content generation without prior written consent from the District. Furthermore, sub-licensing Student Data for these purposes is strictly prohibited without explicit written permission from the parents or eligible pupils. Access to District-provided Student Data is limited to authorized users unless granted in writing by the LEA or otherwise permitted under this DPA.
   4.1 **Hallucinations.** Provider will provide notice in the event that any feature of the services it provides is modified to include AI functions. Provider further represents that it will monitor the Hallucination rate of the service and take industry standard methods to reduce Hallucination rates.
   4.2 **Collection of Student Data and AI Use.** The Provider must complete the attached AI Schedule of Data.

4. **Amendment to Article IV, to add a new Section 8**

   8. **Algorithmic Biases**. The Provider certifies that any AI technologies used in facilitating the Services are regularly audited for biases and fairness and, if necessary, Provider shall implement strategies to identify and mitigate any discriminatory effects or biases in AI decision-making. Upon request by the LEA, the Provider shall provide the LEA an abstract or summary of findings of that portion of the audit pertaining to algorithmic bias.
   Furthermore, Student Data, as defined elsewhere in the DPA, shall not be used for training purposes or to develop synthetic and/or inferred data. All other provisions of the DPA shall remain in effect.

5. **Amendment to Exhibit C: Definitions shall be amended to include the following terms:**

   Algorithmic Bias: Where an algorithm produces systematically prejudiced outcomes favoring certain groups or disadvantaging others based on characteristics like gender, race, age, ethnicity or other protected attributes.

   Artificial Intelligence (AI): Refers to systems that display intelligent behavior by analyzing their environment and taking action, with some degree of autonomy, to achieve specific goals.

   Hallucination: A response by an artificial intelligence to a user request or query that is incorrect, nonsensical or misleading that may appear to be factually correct.

Describe how Student Data is Used:

Any other information related to Provider's use of AI:

The Provider certifies that any AI technologies used in facilitating the Services are regularly audited for biases and fairness and, if necessary, Provider shall implement strategies to identify and mitigate any discriminatory effects or biases in AI decision-making. Furthermore, Student Data, as defined elsewhere in the DPA, shall not be used for training purposes or to develop synthetic and/or inferred data. All other provisions of the DPA shall remain in effect.

IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA: **School District**

BY: _____ DATE: _____

Printed Name _____ Title/Position _____

Provider: **InPlay Learning Network**

BY: _____ DATE: 1/16/25

Printed Name Rod Hsiao Title/Position CEO

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AI Addendum

(METHODS EMPLOYED BY THE AI)

The following information correlates to how the Provider will use AI in the delivery services to LEA.

Type of AI Used	Description/Common Uses	Optional	Required
Intelligent Tutoring Systems/agents (ITS)	*Personalized instruction based on students' individual learning needs and progress*	☐	☐
Adaptive Learning/Assessment Platforms	*Adjusts the difficulty level and content of learning materials based on the student's performance and learning pace*	☐	☐
Natural Language Processing (NLP)	*Analyze and understand students' written or spoken responses, providing feedback or assistance in language learning tasks.*	☐	☐
Machine Learning-based Recommended Systems	*Recommend educational resources, such as books, videos, or exercises, based on students' preferences, learning styles, and performance history.*	☐	☐
Virtual Assistants (i.e. Alexa, Siri, Merlyn Mind)	*Provide automated and personalized support by handling tasks, answering questions, and managing workflows.*	☐	☐
Chatbots/LLMs (i.e. ChatGPT)	*Facilitate automated and interactive communication; provides instant responses to questions and assists with various tasks through natural language processing.*	☐	☐
Data Analytics and Predictive Modeling	*Analyze historical data and identify patterns to forecast future trends and inform strategic decision-making.*	☐	☐
Gamification and/or Personalized Learning Paths	*Enhance engagement and optimize individual learning experiences by incorporating game-like elements and/or tailoring educational content to each learner's unique needs and progress.*	☐	☐
Computer Vision (i.e. CNNs, GANs)	*Interpret, analyze, and generate visual data, mimicking human visual perception for applications such as image recognition, object detection, and image synthesis.*	☐	☐
Recommender Systems/Filtering (i.e. KNN, TF-IDF)	*Analyze user preferences and behavior to suggest personalized content, products, or services*	☐	☐
Translation (i.e. Transformer, DeepL)	*Translate text from one language to another, leveraging advanced machine-learning techniques to understand and generate human-like language translations.*	☐	☐
Neural Machine Translation (NMT)	*Algorithms used to provide accurate and fluent translations by understanding and processing entire sentences as opposed to individual words or phrases.*	☐	☐
Speech Recognition (i.e. DNNs, Wav2Vec)	*Convert spoken language into text by accurately identifying and processing the acoustic signals of human speech.*	☐	☐

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Type of AI Used	**Description/Common Uses**	**Optional**	**Required**
Time Series Analysis (i.e. ARIMA, LSTMs)	*Analyze and interpret temporal data points to identify patterns, trends, and seasonal variations, aiding in forecasting and decision-making.*	☐	☐
Reinforcement Learning (i.e. Q-Learning, DQNs)	*Teaches optimal behaviors and decision-making policies by interacting with an environment and receiving feedback through rewards and penalties.*	☐	☐
Dimensionality Reduction i.e. (PCA, t-SNE)	*Reduces the number of variables in a dataset while preserving as much variability and information as possible to simplify analysis and visualization.*	☐	☐
Other Types of AI Used	*Specify other types of AI here:*	☐	☐
Purpose of AI Use	**Description**	**Optional**	**Required**
Personalized learning	*Customized learning to match a students' strengths, weaknesses, and learning styles.*	☐	☐
Enhanced Teaching and Learning	*Assist teachers in delivering more effective instruction and help students grasp difficult concepts more easily.*	☐	☐
Automated Grading and Feedback	*Automate the grading for assignments, quizzes, and exams; provides immediate feedback to students.*	☐	☐
Identifying Learning Gaps	*Analyze student performance data to identify areas where students are struggling and provide targeted interventions to address learning gaps.*	☐	☐
Supporting Special Education	*Additional support and accommodations for students with special needs, including personalized learning plans and assistive technologies*	☐	☐
Promoting Engagement and Motivation	*Gamification elements and interactive learning experiences; increase student engagement and motivation*	☐	☐
Administrative Support	*Assist with administrative tasks such as scheduling, grading, and managing educational resources*	☐	☐
Parental Engagement	*Provide parents with insights into their student's academic progress, for communication and collaboration between parents, students, and teachers*	☐	☐
Other Purpose(s) for AI Use	*Specify other purpose(s) for AI here:*	☐	☐

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Student Data Collected With Use of AI	**Description**	Optional	Required
Student Name	*First and/or Last*	☐	☐
Date of Birth	*Student's date of birth*	☐	☐
Student ID Numbers	*Unique identification numbers to students for record-keeping purposes.*	☐	☐
Demographic Information	*Gender, race, ethnicity, nationality, language spoken at home, etc.*	☐	☐
Academic Records	*academic performance, grades, attendance, disciplinary history, etc.*	☐	☐
Special Education Information	*Individualized education plans (IEPs), accommodations, special needs, etc.*	☐	☐
Health Information	*Physical or mental health conditions, medications, allergies, medical history, etc.*	☐	☐
Biometric Data	*Fingerprints, facial recognition, or voiceprints for authentication or identification*	☐	☐
Behavioral Data	*Behavior, interactions with educational materials, engagement levels, learning preferences, etc.*	☐	☐
Location Information	*Track locations, GPS-enabled devices, attendance tracking systems, etc.*	☐	☐
Input Data	*Information fed into an AI model or algorithm, which is used to train, validate, and test the model to make predictions or perform specific tasks.*	☐	☐
Other Student Data	*Specify other Student Data here:*	☐	☐
No AI used at this time	*Provider will immediately notify LEA if this designation is no longer applicable.*	☒	☒

☑ All requested AI Elements have been identified in this Exhibit and are correct at time of signature.

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CA-NDPA Exhibit D: Directive for Disposition of Data

1. Extent of Disposition: Disposition will be complete.

2. Nature of Disposition: Disposition shall be by a transfer of data. The data shall be transferred by uploading files to an SFTP site designated by LEA.

3. Schedule of Disposition: Data shall be disposed of by 60 days after the end of the contract term unless the LEA wishes to renew the service contract.

At the request of the LEA, InPlay will transfer a comprehensive set of datafiles to LEA within 45 days after the program ends.

While a service agreement remains in force, InPlay will retain a back-up copy of the data in its possession so that the LEA can respond to audits and research requests. All data records will be securely encrypted by InPlay at rest and access to authorized users will be granted upon LEA request.

Coversheet

Approval of Revised Bylaws

Section: V. Board Business
Item: E. Approval of Revised Bylaws
Purpose: Vote
Submitted by:
Related Material: Bylaws_Revised__06.12.2014 (4930-2854-7504.v6).pdf

BYLAWS
OF
VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
(A California Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is **Voices College-Bound Language Academies**.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 6840 Via Del Oro, Ste. 205, San Jose, CA 95119. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools (the "Corporation").

The corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No part of the activities of the corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise warrants, the general provisions, rule of construction, and definitions in the California Non-Profit Public Benefit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the

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plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE VI
CORPORATION WITHOUT MEMBERS

Section 1. CORPORATION WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the California Non-Profit Public Benefit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate but shall not have rights or powers that would cause the corporation to be deemed a "membership corporation" under Section 5056 of the California Corporations Code.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of this corporation's articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. Notwithstanding the above, the Board of Directors is not authorized to and shall not delegate the authority to close any charter schools operated by the corporation, as any such closure decision must be made by the Board of Directors at an open public meeting held in accordance with the Brown Act. Additionally, the corporation is not authorized to and shall not delegate or contract out the responsibility of the Board of Directors and/or principals for its educational program and implementation thereof, student management and student records, or interactions and meetings with the chartering authorities.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service. Hire, discipline, promote and dismiss all employees after consideration of a recommendation by the Executive Director.

b. Change the principal office or the principal business office in California from one location to another.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal and alter the form of the seal.

e. Adopt, implement and interpret policy.

f. Oversee the implementation of the Charter components.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) directors unless changed by amendment to these bylaws. The purpose of the Board is to assume responsibility for the governance of the Voices College-Bound Language Academies. The Board shall include representatives and members of the community. The Corporation will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountability, business, and philanthropy.

All directors shall have full voting rights, including any representative appointed by the charter school authorizer as consistent with Education Code Section 47604(b). Each charter authorizer may appoint one (1) director. If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint additional directors to ensure an odd number of Board members. Except for the authorizer appointed representatives, all directors shall be designated by the existing Board of Directors.

The chartering authorities shall each be entitled to a single representative on the Board of Directors and a chartering authority or its designee at its discretion, shall appoint a representative, but it will be within the chartering authority's or its designee's sole discretion whether or not to appoint such a representative at any time. Any chartering authority representative shall serve solely at the chartering authority's or designee's discretion and shall have no limit on the number of consecutive or total terms they may serve. Further, any chartering authority representative shall be a full, voting member of the Board of Directors and the Bylaws shall not include any restrictions or limitations on the authority of any chartering authority representative except the Bylaws may specify that a chartering authority representative may not serve as an officer of the corporation.

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Except for the director(s) appointed by the charter school authorizer(s), the term of office for members of the Board of Directors shall be three (3) years, unless vacated or removed pursuant to Section 6 of these bylaws, and until a successor director has been designated and qualified. Insofar as possible, directors' terms shall be staggered. All terms shall commence on July 1 and shall expire on June 30 of the year marking the end of the term of office.

Section 4. LIMIT ON CONSECUTIVE TERMS. No Board designated Director shall serve more than two (2) consecutive three (3) year terms.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 6. EVENTS CAUSING VACANCIES ON BOARD & REMOVAL OF DIRECTORS. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, removal, or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) the declaration of the Board of Directors of a vacancy in the office of a director due to removal for lack of responsible or active participation, for lack of commitment to the school's mission, vision and values, or for lack of readiness to participate as an active learner in the school community. Such vacancies shall be filled pursuant to Section 9 below.

Any director, except for a representative designated by a chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act ("Brown Act'). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). A representative designated by a chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a director shall be filled as provided in Section 9.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the President or the Secretary of the corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 9. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for

a vacancy in the seat of the representative designated by the chartering authority, may be filled by approval of the Board of Directors. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 10. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 11. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at any place within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools operated by the Corporation reside. A two-way teleconference location shall be established at each schoolsite. The Board of Directors shall audio record, video record, or both, all the governing board meetings and post the recordings on each charter school's internet website. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code section 47604.1.

Section 12. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT.[1] Any Board of Directors meeting may be held by teleconference (conference telephone, video screen communication, or other communications equipment). Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

a. Each member participating in the meeting can communicate concurrently with all other members.

b. Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

c. The Board of Directors has adopted and implemented a means of verifying both of the following:

(1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.

(2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

d. At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the physical boundaries of the county in which the greatest number of pupils enrolled in the charter schools operated by the Corporation reside..

e. All votes taken during a teleconference meeting shall be by roll call.

f. If the Board elects to use teleconferencing, it shall post agendas at all teleconference

[1] Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (d), (f), and (g) if the Corporation complies with the requirements of Sections 54953.8.2., 54953.8.3, or 54953.8.6.

locations with watch teleconference location being identified in the notice and agenda of the meeting.

g. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and members of the public shall be provided with an opportunity to address the Board directly at each teleconference location [2]

h. Members of the public must be able to hear what is said during the meeting.

i. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[3]

j. The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. ANNUAL AND REGULAR MEETINGS. Each year there shall be no less than four (4) regular meetings (quarterly) of the Board of Directors. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Agendas must be posted seventy-two (72) hours prior to a regular Board meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 14. AUTHORITY TO CALL SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board or a majority of the Board of Directors.

Section 15. NOTICE OF SPECIAL. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is

[2] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 16. QUORUM. A majority of the directors then in office shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Section 17. CONDUCT OF MEETINGS. Meetings of the Board of Directors shall be presided over by the Chairman of the Board, or, if no such person has been so designated or in his or her absence, the President of the corporation or in his or her absence, by the Secretary or Treasurer, or in the absence of these persons, by an acting Chairperson by the Directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Section 18. ACTION BY THE BOARD OF DIRECTORS. No action shall be taken (as defined in Section 54952.6 of the Brown Act) by the Board of Directors in violation of the Brown Act or other applicable laws and regulations.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Adjournment shall comply with the Brown Act.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers. Directors may receive compensation for reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. CREATION AND POWER OF ADVISORY COMMITTEES. The Board may create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees shall be governed by, held, and taken under the provisions of these bylaws concerning

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meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable (individually or collectively) for the debts, liabilities, or other obligations of this corporation, except, and only to the extent to which, such liability is proven to be the direct result of specific misconduct, criminal or not, by said Director.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of the Corporation shall be a President, who shall be known as the "Executive Director", a Secretary, and a Treasurer. The Corporation, at the Board's direction, may also designate from time to time, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 8 of these bylaws. The Corporation, at the Board's direction, may also have a Chairperson of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. The President shall not also be a Board member.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasure may serve concurrently as the Executive Director or Chairperson of the Board.

Section 3. EXECUTIVE DIRECTOR. Subject to the control of the board the Executive Director shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings. The Executive Director shall have such other powers and duties as the board of directors or the bylaws may require.

Without prejudice to the general powers and duties set forth in this Section, the duties of the Executive Director shall include the following:

a) The Executive Director shall carry out the policies of the Corporation and the decisions of the Board of Directors.
b) He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.
c) He or she shall be expected to anticipate the developing needs of the Corporations' Schools, and the community, both short- and long-term, and to interpret those needs and changes for the Board.
d) He or she shall be responsible for keeping the Board well informed on all matters pertaining to the Corporation at all times.

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e) The Executive Director shall be an ex-officio member of all committees related to the School.

f) At each regular meeting of the Board of Directors, the Executive Director shall make a report of the Corporation, and shall present an annual report of the Corporation's activities at the annual meeting of the Board of Directors.

g) The Executive Director shall be responsible for coordinating the screening, interviewing and hiring of the full-time teaching faculty, part-time teachers, and all staff; setting salaries within the minimum and maximum limits established by the Board of Directors; and shall conduct or cause to be conducted annual reviews of all personnel. He or she shall recommend to the Board the promotion, discipline and dismissal of all employees.

h) The Executive Director shall be responsible for all required reporting to authorizing District(s) and the State of California Department of Education. Except as otherwise expressly provided by law, by the Articles of Incorporation, by these Bylaws, or by the School's Charter, the Executive Director shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.

i) The Executive Director shall carry out the duties of the position consistent with the mission and vision of the School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

Section 4. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board of directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given and the names of persons present at board of directors and committee meetings; and the vote or abstention of each board member present for each action taken.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the board of directors that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the board of directors or bylaws may require.

Section 5. TREASURER. The Treasurer, also known as the Chief Financial Officer, shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasure shall work with the Executive Director and send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasure shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the board of directors may designate; (ii) disburse the corporation's funds as the board of directors may order; (iii) render to the president and

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the board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of directors.

Section 6. CHAIRMAN OF THE BOARD. The Corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 7. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 8 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 8. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the Executive Director, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority hold office for the specified period, and perform the duties specified in the bylaws or established by the Board.

Section 9. REMOVAL OF OFFICERS. The Board of Directors may remove any officer with cause, in accordance with the charter petition, and with Article VII Section 6 of these Bylaws. All voting processes shall comply with the Brown Act.

Section 10. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 11. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or

other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Voices College-Bound Language Academies Conflict of Interest Policy and the applicable conflict of interest laws have been fulfilled.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in these bylaws, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;
(b) Written minutes of the proceedings of its board and committees of the board; and

(c) Such reports and records as required by law.

ARTICLE XIV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind and physical properties as permitted by California and federal law. The inspection shall be made in person. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board of Directors at all reasonable times.

ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
(b) The principal changes in assets and liabilities, including trust funds;
(c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
(d) The corporation's expenses or disbursement for both general and restricted purposes;
(e) Any information required under these bylaws; and
(f) An annual audit prepared by a CPA.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. The Corporation will comply with Corporations Code section 6322.

ARTICLE XVI
COMPLIANCE WITH APLICABLE LAWS

Section 1. COMPLIANCE WITH APPLICABLE LAWS. All business of the Charter School and its Board of Directors shall comply with all laws controlling charter schools and the Charter School, its Board of Directors, administrators, managers and employees, and any other committees of the school, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, and all provisions of law generally applicable to public agencies as applied to charter schools, including, but not limited to Education Code Section 47604.1, the Public Records Act

(Government Code Section 7920.000 et seq.), the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.,), the Brown Act (Government Code sections 54950 et seq.), and the requirements described at Government Code Section 1090 et seq., as set forth in Education Code Section 47604.1, and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations.

ARTICLE XVII
AMENDMENT OF BYLAWS

Section 1. AMENDMENT OF BYLAWS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters governing the charter schools operated by the Corporation ("Charters") or make any provisions of these Bylaws inconsistent with the Corporation's Articles of Incorporation, or any laws. The Corporation shall comply with any notice and procedural requirements for amendment of the Articles of Incorporation and Bylaws contained in the Charters, any memorandum of understanding with a chartering authority or related addendums ("MOU").

In the case of a conflict between the requirements of the Charters, and/or any MOU, and provisions of the Articles of Incorporation and/or Bylaws, material action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charters or any MOU shall be deemed a violation of the Charters and MOU.

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CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the **Voices College-Bound Language Academies**, a California non-profit public benefit corporation; that these bylaws, consisting of fourteen (14) pages, are the bylaws of this corporation as adopted by the Board of Directors on _____; and that these bylaws have not been amended or modified since that date.

Executed on _____ at San Jose, California.

_____, Secretary

4930-2854-7504, v. 6

Coversheet

Authorization to Execute CalSTRS Form 0765

Section: V. Board Business
Item: F. Authorization to Execute CalSTRS Form 0765
Purpose: Vote
Submitted by:
Related Material:
CalSTRS Charter School Certification (Form 0765) (4901-0255-5534.v1).pdf

CALSTRS
HOW WILL YOU SPEND YOUR FUTURE?

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification (IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE
NPBC NAME
NPBC MAILING ADDRESS

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☐ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

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participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

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Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE	
REPRESENTATIVE'S POSITION TITLE	
REPRESENTATIVE'S EMAIL	
REPRESENTATIVE'S PHONE NUMBER	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE

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Coversheet

Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School

Section: V. Board Business
Item: G. Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School
Purpose: FYI
Submitted by:
Related Material: Voices_-_March_2026_Summary_of_Compensation_Data (1).pdf

Summary of Compensation Data for CEO/Chiefs/Principals

EdTec Report
March 2026

Due Diligence

The Board must review comparable compensation data/practices to ensure reasonableness of compensation.

Summary of Findings

Summary includes compensations levels received by educational leaders in California Districts or charter schools with data from 2024 and 2025.

CEO

- The average compensation package is $381,595
- The range of base salary is $290,972 to $347,953

Chiefs

- Academic Officer – average salary is $177,550
- Operations Officer – average salary is $167,899
- The range of base salary is $117,300 to $222,789

Principals

- Average salary – $139,274
- The range of base salary is $90,000 to $194,212

Factors

Salaries can range based on many factors, including but not limited to:

- Experience
- Tenure
- Student population
- Staff size
- Location of school

CEO

Salaries attained through publicly available data from prior years. We have added 5% for each year (FY24, FY25) and 3% for each year (FY26, FY27) to reach updated figures for the 2026-27 school year.

- The average inflation adjusted compensation package is $423,489
- The average inflation adjusted base salary is $349,770

2026-27 School Year

	2026-27 Projection
Making Waves Academy (Contra Costa)	
CEO	
Total Compensation	
Base Salary	$ 387,601
Other/Benefits	
Saratoga Union Elementary (Santa Clara County)	
Superintendent	
Total Compensation	**$ 413,675**
Base Salary	$ 330,251
Other/Benefits	$ 83,424
Morgan Hill Unified (Santa Clara County)	
Superintendent	
Total Compensation	**$ 422,293**
Base Salary	$ 355,168
Other/Benefits	$ 67,124
Franklin McKinley Elementary (Santa Clara County)	
Superintendent	
Total Compensation	**$ 422,474**
Base Salary	$ 324,126
Other/Benefits	$ 98,348
KIPP Bay Area (Bay Area)	
CEO	
Total Compensation	
Base Salary	$ 343,962
Other/Benefits	
Equitas Academy (Los Angeles)	
CEO	
Total Compensation	**$ 435,516**
Base Salary	$ 357,510
Other/Benefits	$ 78,007

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Chiefs

Salaries attained through data from EdTec database of schools. The data is from the 2024-25 school year. We have added 3% for each year to reach updated figures for the 2026-27 school year.

- The average inflation adjusted base salary is $182,523.

Position	FY25 Salary	FY27 Proj.
Academic	$ 177,550	$ 188,363
Operations	$ 167,899	$ 178,124
All Average	$ 172,045	$ 182,523

Principals

Salaries attained through data from EdTec database of schools. The data is from the 2024-25 school year. We have added 3% for each year to reach updated figures for the 2026-27 school year.

- The average overall inflation adjusted base salary is $147,756.

n	Category	FY25 Salary	FY27 Proj.
66	Overall	$ 139,274	$ 147,756
46	Under 500	$ 135,454	$ 143,703
46	Bay Area/LA	$ 140,062	$ 148,592
33	Bay Area/LA <500	$ 136,977	$ 145,319

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