LCFF Budget Overview for Parents

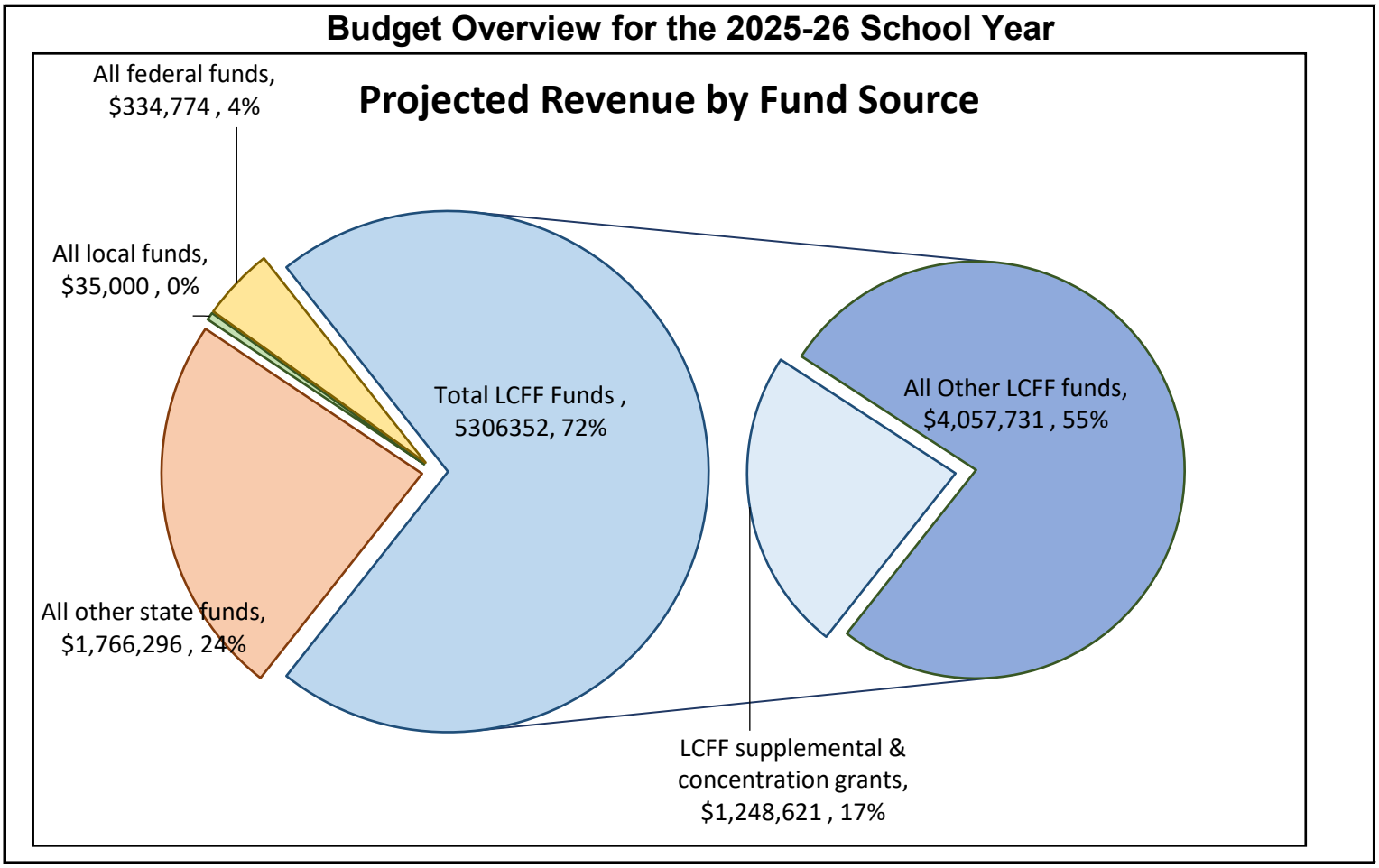
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy

CDS Code: 43694500113662

School Year: 2025-26

LEA contact information: Hugo Torres, Principal htorres@voicescharterschool.com (408) 361-1960

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

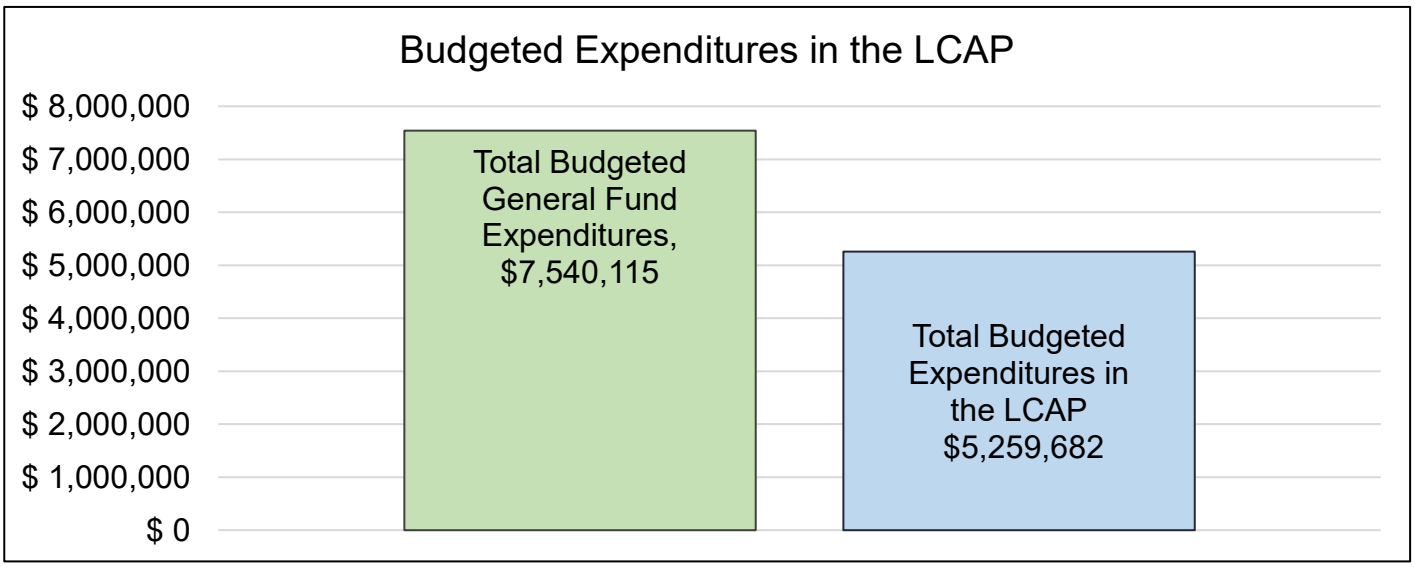


This chart shows the total general purpose revenue Voices College-Bound Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy is $7,442,422.00, of which $5,306,352.00 is Local Control Funding Formula (LCFF), $1,766,296.00 is other state funds, $35,000.00 is local funds, and $334,774.00 is federal funds. Of the $5,306,352.00 in LCFF Funds, $1,248,621.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy plans to spend $7,540,115.00 for the 2025-26 school year. Of that amount, $5,259,682.00 is tied to actions/services in the LCAP and $2,280,433.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

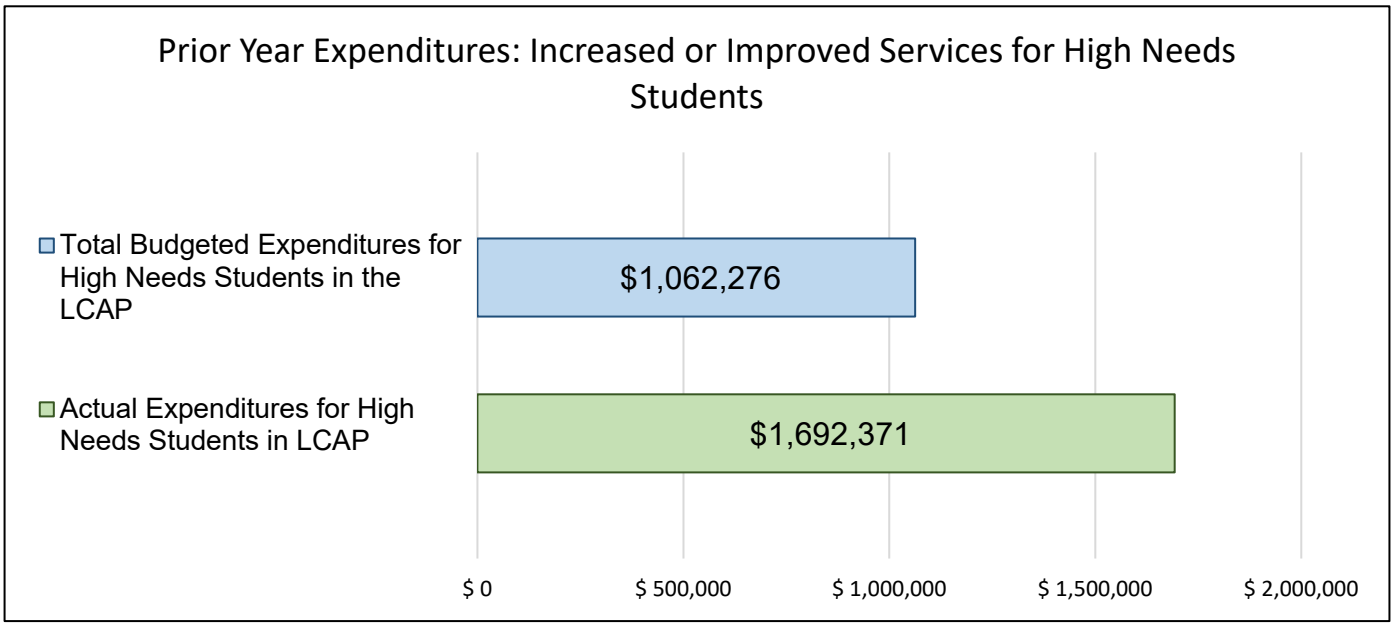
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Voices College-Bound Language Academy is projecting it will receive $1,248,621.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy plans to spend $1,079,643.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Voices College-Bound Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Voices College-Bound Language Academy's LCAP budgeted $1,062,276.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy actually spent $1,692,371.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy	Hugo Torres Principal	htorres@voicescharterschool.com 408-361-1960

Plan Summary 2025-26

General Information

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

Voices College-Bound Language Academy ("Voices") is an independent TK-8 public charter school in San Jose founded in 2007 authorized by Franklin-McKinley Elementary School District. Voices provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

Mission

Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and subject matter. Students will be aware of the many positive possibilities for their future and enjoy learning throughout their lives. They will be able to think critically by asking questions, especially when confronted with the status quo. Our students will have a sense of social responsibility to make their communities better.

The Voices Network Core Values are:

Students in the Forefront: Our students motivate, inspire and guide us. Every decision is made with their well-being and achievement in mind.

Sí Se Puede Attitude: "Yes we can." These Spanish words reflect the strength of our gente, our people, our culture. Whatever role, age or background, we at Voices embrace Sí Se Puede attitude with a smile on our face.

In Lak'ech: This Mayan phrase means, "I am you, you are me." We are familia. And when we act with unity, we are unstoppable.

Shared Leadership: Everyone has something valuable to contribute to the Voices school community. Whether you are a first-year teacher, an assistant teacher, a principal or a parent, Voices believes in shared knowledge and accountability.

The School Site Values are activism and scholarship which promote a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

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

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

The purpose of this Local Control Accountability Plan ("LCAP") is to address the School Plan for Student Achievement ("SPSA") for Voices which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements compliant to include focusing on three goals: GOAL 1: Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts ("ELA"), Spanish Language Arts ("SLA"), Mathematics ("Math"), and Science in Voices' dual-immersion model. GOAL 2: Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. GOAL 3: Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Committee ("ELAC") which functions as the Parent Advisory Committee. ELAC meets a minimum of four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the ELAC. The number of parents will exceed or be equal to the number of total staff members. The ELAC discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and actions. The teachers, staff and administrators actively participate in the decision-making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and

interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, SWD, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Annual Performance

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

The 2024 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

English Language Arts Performance

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

Math Performance

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

English Learner Progress Indicator

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

Chronic Absenteeism Rate

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

Suspension Rate

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

Voices Met all Local Indicators: Implementation of Academic Standards, Access to a Broad Course of Study, Basics (Teachers, Instruction Materials, Facilities), Parent and Family Engagement, and Local Climate Survey.

Reflections: Technical Assistance

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

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

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Support for Identified Schools

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

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Monitoring and Evaluating Effectiveness

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

Voices is not eligible for Comprehensive Support and Instruction ("CSI") based on the data from the 2023 and 2024 CA Dashboards.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings. The data, goals, and actions were discussed. Additionally, staff surveys were used to inform the LCAP.
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP.
Students	Engaged in collecting feedback on the goals and actions with middle school students as part of their student council.
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1).
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1).
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Student Council which acts as the Student Advisory Committee reserves the first meeting of the month to provide input on LCAP and other pertinent school policies or actions.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5).
Public Comment	6/5/25-6/20/25: Public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/5/25 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/25 that the Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/25 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

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

The feedback provided by educational partners indicated a need to continue with the Goals, Metrics, and Actions. Specific focus on increasing ELA and Math Performance and English Learner Progress, and reducing Chronic Absenteeism Rate and Suspension Rate.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	**Student Achievement: Improve achievement of all students, including significant subgroups, especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.**	**Broad**

State Priorities addressed by this goal.

1 Basic Services: Teachers appropriately assigned and credentialed/meet ESSA requirements; Every student has sufficient access to standards-aligned instructional materials
2 Implementation of State Standards: Implementation of the academic content and performance standards adopted by the state board; English Learners will access the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency
4 Pupil Achievement: Percentage of all students and significant subgroups who score meet or exceed standard mastery on the SBAC will increase in ELA and Math; Percentage of English Learners demonstrating growth of one or more levels on the ELPAC will increase. Percentage of English Learners who reclassify as fluent English proficient will increase. Percentage of English Learners who have not reclassified in 5 years LTELs will decrease.

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	18.3 FTE 16.4% Clear 5.5% Out-of-Field 0.0% Intern 61.8% Ineffective 5.5% Incomplete 10.9% Unknown Data Year: 2021-22 Data Source: DataQuest	16 FTE 0.0% Clear 6.3% Out-of-Field 0.0% Intern 93.8% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2022-23 Data Source: DataQuest		70% Clear 5% Out-of-Field 25% Intern 30% Ineffective Data Year: 2024-25 Data Source: DataQuest	FTE **Declined by 2** Clear **Declined 16.4%** Out-of-Field **Increased 0.8%** Intern **No Change** Ineffective **Increased 32%** Incomplete **Declined 5.5%** Unknown **Declined 10.9%**
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2024-25 Data Source: Local Indicators		100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	Met Target
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Full Implementation & Sustainability Data Year: 2022-23 Data Source: Dashboard Fall 2023	Full Implementation Data Year: 2023-24 Data Source: Dashboard Fall 2024		Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	Did Not Meet Target

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

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

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

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

Goal Analysis for 2024-25

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

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	$ 1,416,880	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core high-quality curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	$40,706	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	$193,919	Yes

1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	$816,647	No

1.5	Professional Development	Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include: • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol (“SIOP”) • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion (“DEI”) • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol (“SIOP”) • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE	$94,106	Yes

		Provide in-depth professional development for teachers in the summer. Topics may include: • Understanding of Charter, Mission, Vision, and Core Values • Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support Provide in-depth professional development for associate teachers. Topics may include: • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities Provide in-depth professional development for principals. Topics may include: • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue SEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE)		

1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$47,167	No
1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, IXL, Renaissance STAR, Illuminate, Achievement Networks, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	$31,411	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teaches on the most effective instructional practices for the whole child and significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	$276,116	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$488,406	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	$109,827	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program open to all students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/Literacy and Math through project based learning and field trips.	$441,317	Yes

1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	$769,896	No

Goal 2

Goal #	Description	Type of Goal
2	**Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.**	**Broad**

State Priorities addressed by this goal.

5 – Pupil Engagement – School Attendance Rate; Chronic Absenteeism Rate; Middle School Drop-Out
6 - School Climate – Suspension Rate; Expulsion Rate; Survey of students on the sense of school safety and connectedness
7 – Course Access - Broad course of study; Programs and services developed and provided to unduplicated pupils; Programs and services developed and provided to students with exceptional needs

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 91.42%. Chronic absenteeism rates improved from 2022–23 to 2023–24 but remain a concern across key student groups. In 2022–23, 34.0% of all students were chronically absent. By 2023–24, that rate decreased to 29.3%, earning a “Medium” rating on the Dashboard. Hispanic students improved from 38.4% to 29.5%, and SED students declined from 38% to 32.1%. ELs showed progress, with rates dropping from 38.1% to 33.5%, while LTELs were reported at 31.4% in 2024. SWD also improved, decreasing from 31.3% to 26.1%.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met "Good" repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	All facilities in "Good" repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT August 2024		All facilities met "Good" repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	Met Target
2.2	Attendance Rate	91.42% Data Year: 2023-24 Data Source: P-2 Report	90.56% Data Year: 2024-25 Data Source: P-2 Report		96% Data Year: 2026-27 Data Source: P-2 Report	Did Not Meet Annual Target **0.86% Declined**
2.3	Chronic Absenteeism Rate	**"Medium"** All: 37.3% HISP: 38.4% EL: 38.1% SED: 38% SWD: 31.3% Data Year: 2022-23 Data Source: Dashboard 2023	**"High"** All: 29.3% HISP:29.5% EL: 33.5% LTEL: 31.4% SED: 32.1% SWD: 26.1% Data Year: 2023-24 Data Source: Dashboard 2024		All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	Making Progress **All:** Declined by 4.7 percentage points **HISP:** Declined by 8.9 percentage points **EL:** Declined by 4.6 percentage points **SED:** Declined by 5.9 percentage points **SWD:** Declined by 5.2 percentage points

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

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

						positive school experiences.

Goal Analysis for 2024-25

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

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

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	$33,330	Yes
2.2	Student Health	Ensure that universal precautions recommended by members of the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) ensure students health. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	$3,232	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	$42,168	Yes
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	$137,307	No

2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	$33,620	Yes

2.6	Attendance Support	Implement the Attendance Policies and Tiered Re-Engagement Strategies with fidelity. Tier I strategies targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are for students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices will develop a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance.	$4,848	No
2.7	Enrichment Activities and Advisory Curriculum	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas.	$30,300	No

2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	$12,120	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	$111,421	Yes
2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	$103,323	Yes

Goal 3

Goal #	Description	Type of Goal
3	**Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.**	**Broad**

State Priorities addressed by this goal.

3 – Parental Involvement – Efforts the school makes to seek parent input in decision-making; Efforts the Charter School makes to promote parental participation in programs for unduplicated pupils and individuals with exceptional needs
6 - School Climate –Survey of teachers and parents/guardians on the sense of school safety and connectedness

An explanation of why the LEA has developed this goal.

Voices understands the importance of having active and engaged parents, guardians, and community members that support the vision, mission, and plans of the Charter School to ensure students are successful. This can best be accomplished through communication, collaboration, and shared decision making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Beginning Development Data Year: 2022-23 Data Source: Dashboard 2023	Full Implementation Data Year: 2023-24 Data Source: Dashboard 2024		Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased one level
3.2	English Learner Advisory Committee	4 Meetings per Year Data Year: 2023-24 Data Source: Local Data	2 Meetings per Year Data Year: 2024-25 Data Source: Local Data		4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	Did Not Meet Target
3.3	Parent Survey	69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data - Panorama	School Safety – 81% School Climate – 77% Data Year: 2024-25 Data Source: Local Data - Panorama		School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data	School Safety – Met Target School Climate – Did Not Meet Target

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

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

Insert or delete rows, as necessary.

Goal Analysis for 2024-25

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

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

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

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

There were no variances of 10% in Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host school-wide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	$5,050	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem.	$6,565	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, ParentSquare, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	$7,000	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,248,621	$142,733

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
32%	0%	$0	32%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.5, 1.7, 1.9, 1.10, 1.11	Voices has reviewed ELA, Math, Science, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. SBAC ELA performance declined significantly from Spring 2023 to Spring 2024 and remained in the "Low" performance level. By 2023–24, the overall DFS dropped to -59.5, and only 29.05% met or exceeded standards. Performance declined across all student groups. For Hispanic students, DFS worsened from -41.2 to -63.3, and the percentage meeting or exceeding standards fell from 33.79% to 27.80%. SED students showed a DFS decline from -57.9 to -69.9, with a drop in proficiency from 28.95% to 26.62%. ELs were especially impacted, with DFS falling from -51.8 to -89.3, and only 3.26% meeting standards in 2024 compared to 20.95% in 2023. Long-Term English Learners ("LTELs") had a DFS of -112.3 in 2024. SWD showed slight improvement in DFS from -108.1 to -107.3, but their proficiency dropped from 10.71% to 3.70%. SBAC Math results from Spring 2024 reflect a continued decline in academic performance compared to the prior year though remaining in the "Low" performance level. In 2023–24, the overall DFS dropped to -83.4, and the percentage of students meeting or exceeding standards fell to 16.51%. Hispanic students saw their DFS decline from -69.4 to -87.2, with a drop in proficiency from 17.94% to 14.98%. SED students improved slightly in proficiency (from 14.92% to 15.59%) despite a worsening DFS from -84.1 to -93.2. ELs experienced a steep decline, with DFS increasing from -86.7 to -110.6 and only 2.15% meeting standards in 2024 compared to 9.26% in 2023. LTELs had a DFS of -148.2, indicating extreme	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

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

2.1, 2.3, 2.5, 2.9, 2.10	2024 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas. The School Attendance Rate is 91.42%. Chronic absenteeism rates improved from 2022–23 to 2023–24 but remain a concern across key student groups. In 2022–23, 34.0% of all students were chronically absent. By 2023–24, that rate decreased to 29.3%, earning a "Medium" rating on the Dashboard. Hispanic students improved from 38.4% to 29.5%, and SED students declined from 38% to 32.1%. ELs showed progress, with rates dropping from 38.1% to 33.5%, while LTELs were reported at 31.4% in 2024. SWD also improved, decreasing from 31.3% to 26.1%. Suspension rates increased notably from 2022–23 to 2023–24, resulting in an "High" rating on the 2024 California School Dashboard. The overall suspension rate rose from 1% to 2.8%. Hispanic students saw an increase from 0.8% to 2.9%, and ELs increased from 1.1% to 3.8%, with LTELs showing a particularly concerning rate of 13.5% in 2024. SED students rose from 0% to 3.4%, while SWD remained steady at 2% across both years.	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low-income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with school supplies needed to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low-income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness

3.2	2024 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2024 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low-income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	In 2024, the ELPI was rated “Very Low,” with only 33.3% of ELs making progress toward English language proficiency, as reported on the 2024 California School Dashboard. This is significantly below the state average of 45.7%.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long-Term English Learners. We expect the ELPAC scores of English Learners to increase because of the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

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

Not Applicable

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:8

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$ 3,868,092	$ 1,248,621	32.000%	0.000%	32.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,306,352	$ 1,766,296	$ 35,000	$ 334,774	$ 5,259,682.00	$ 4,113,591	$ 1,146,091

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

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,868,092	$ 1,248,621	32.000%	0.000%	32.000%	$ 1,079,643	0.000%	27.912%	**Total:**	$ 1,079,643
								LEA-wide Total:	$ -
								Limited Total:	$ 152,808
								Schoolwide Total:	$ 926,835

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Appropriately Staff School	No	Schoolwide		Voices	$ -	0.000%
1	2	Implementation of Core Curriculum	No	Schoolwide		Voices	$ -	0.000%
1	3	Support for English Learners	Yes	Limited	English Learners	Voices	$ 152,808	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	$ 78,767	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	$ 31,411	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	$ 346,763	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	$ 109,827	0.000%
1	11	After School Program & Summer School/In	Yes	Schoolwide	All	Voices	$ 83,850	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	$ 33,330	0.000%
2	2	Student Health	No	Schoolwide		Voices	$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	$ 42,168	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	$ 33,620	0.000%
2	6	Attendance Support	No	Schoolwide		Voices	$ -	0.000%
2	7	Enrichment Activities and Advisory Curricul	No	Schoolwide		Voices	$ -	0.000%
2	8	Middle School Culture	No	Schoolwide		Voices	$ -	0.000%
2	9	Dean of Culture	Yes	Schoolwide	All	Voices	$ 57,211	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	$ 103,323	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	$ 6,565	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	$ -	0.000%

2024-25 Annual Update Table

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

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

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

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 871,484	$ 1,062,276	$ 1,692,371	$ (630,095)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Appropriately Staff School	No	$ -		0.000%	0.000%
1	2	Implementation of Core Curriculum	No	$ -		0.000%	0.000%
1	3	Support for English Learners	Yes	$ 92,342	$ 188,746	0.000%	0.000%
1	4	Support for Students with Disabilities	No	$ -		0.000%	0.000%
1	5	Professional Development	Yes	$ 66,079	$ 45,000	0.000%	0.000%
1	6	Technology Infrastructure and Support	No	$ -		0.000%	0.000%
1	7	Intervention and Supplemental Materials	Yes	$ 14,500	$ 31,100	0.000%	0.000%
1	8	Instructional Coach and Principal	No	$ -		0.000%	0.000%
1	9	Associate Teachers	Yes	$ 405,867	$ 507,813	0.000%	0.000%
1	10	Student Services Manager	Yes	$ 104,620	$ 105,673	0.000%	0.000%
1	11	After School Program and Summer School	Yes	$ 117,485	$ 511,279	0.000%	0.000%
1	12	Network Support Infrastructure	No	$ -		0.000%	0.000%
2	1	Field Trips	Yes	$ 37,000	$ 33,000	0.000%	0.000%
2	2	Student Health	No	$ -		0.000%	0.000%
2	3	School Supplies	Yes	$ 40,000	$ 41,750	0.000%	0.000%
2	4	Safe, Clean Facilities	No	$ -		0.000%	0.000%
2	5	Positive School Climate and Culture	Yes	$ 10,500	$ 13,500	0.000%	0.000%
2	6	Attendance Support	No	$ -		0.000%	0.000%
2	7	Enrichment Activities and Advisory Curriculum	No	$ -		0.000%	0.000%
2	8	Middle School Culture	No	$ -		0.000%	0.000%
2	9	Dean of Culture	Yes	$ 54,496	$ 110,091	0.000%	0.000%
2	10	School Counselor	Yes	$ 114,387	$ 99,419	0.000%	0.000%
3	1	Parent and Community Engagement and Advisory	No	$ -		0.000%	0.000%
3	2	Parent Academy	Yes	$ 5,000	$ 5,000	0.000%	0.000%
3	3	Parent Communication	No	$ -		0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,189,284	$ 871,484	0.000%	27.325%	$ 1,692,371	0.000%	53.064%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state

and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

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

LCFF Carryover Table

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

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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