

LCFF Budget Overview for Parents

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

CDS Code: 39686760139907

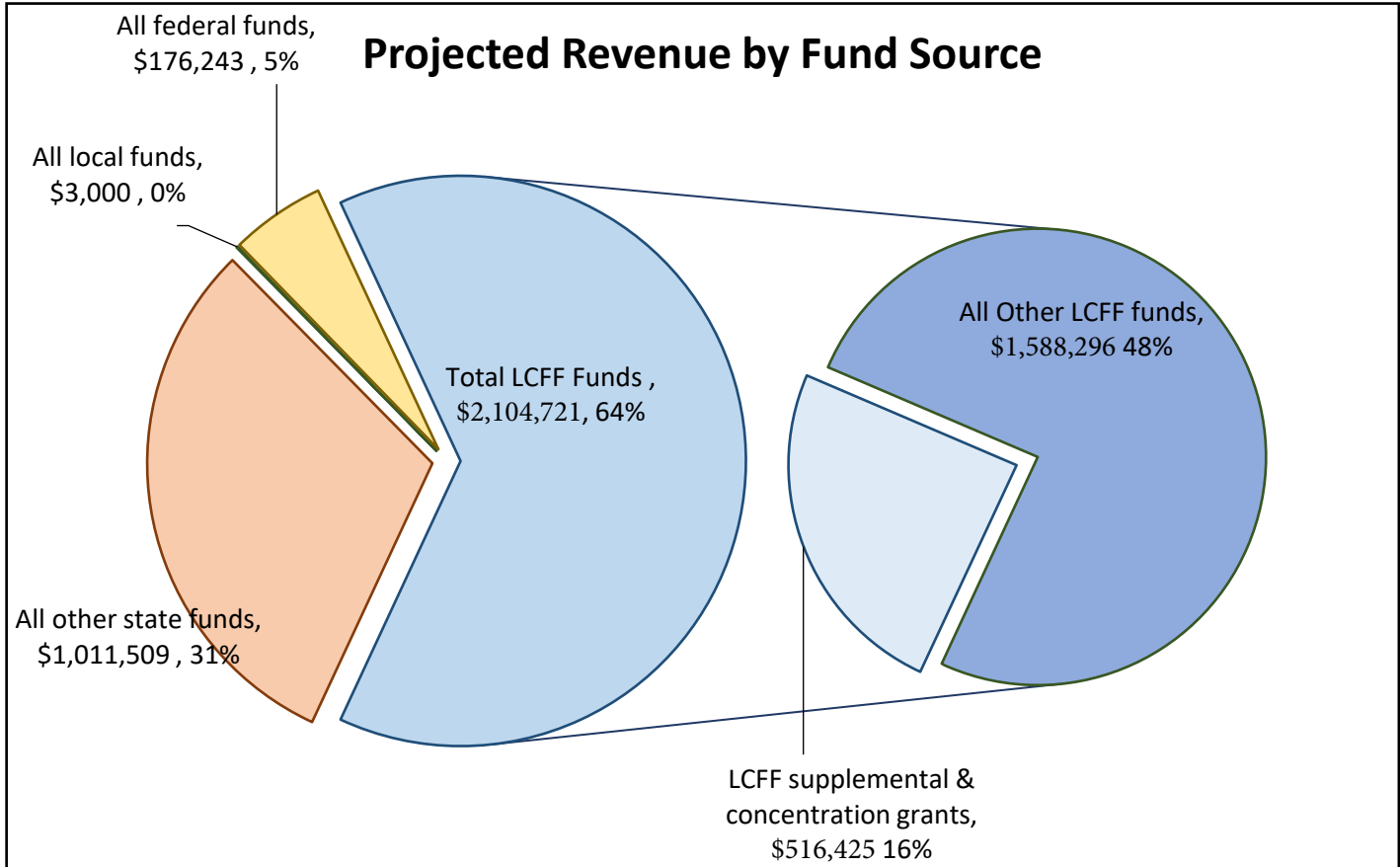
School Year: 2024-25

LEA contact information: Salvador Padilla, Principal spadilla@voicescharterschool.com (408) 571-6404

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

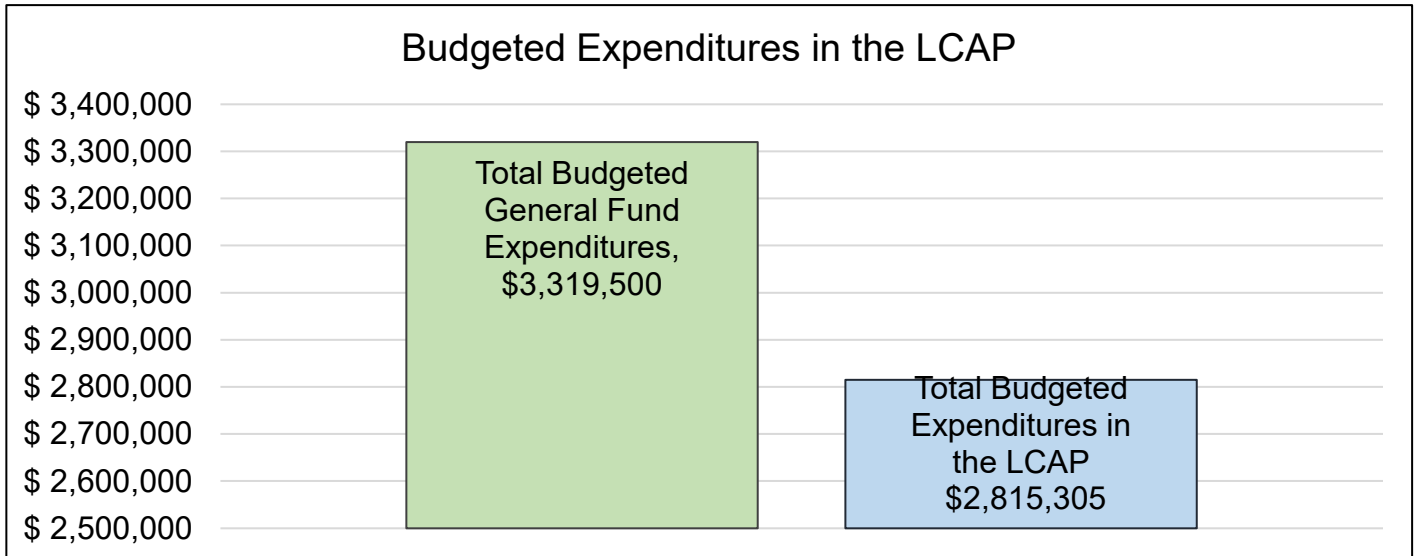


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Stockton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Stockton is \$3,295,473.00, of which \$2,104,721.00 is Local Control Funding Formula (LCFF), \$1,011,509.00 is other state funds, \$3,000.00 is local funds, and \$176,243.00 is federal funds. Of the \$2,104,721.00 in LCFF Funds, \$516,425.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at Stockton plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Stockton plans to spend \$3,319,500.00 for the 2024-25 school year. Of that amount, \$2,815,305.00 is tied to actions/services in the LCAP and \$504,195.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

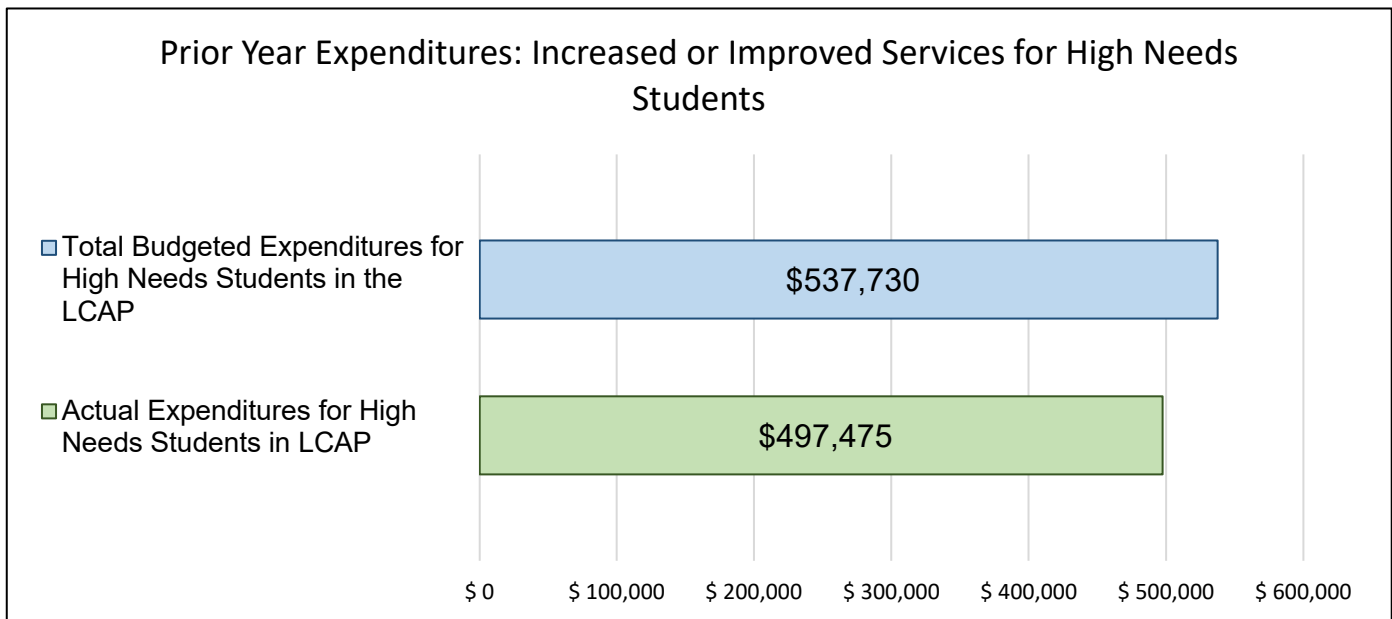
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Voices College-Bound Language Academy at Stockton is projecting it will receive \$516,425.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Stockton must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Stockton plans to spend \$521,400.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Voices College-Bound Language Academy at Stockton's LCAP budgeted \$537,730.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Stockton actually spent \$497,475.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$40,255.00 had the following impact on Voices College-Bound Language Academy at Stockton's ability to increase or improve services for high needs students:

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

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Salvador Padilla Principal	spadilla@voicescharterschool.com 408-571-6404

Goals and Actions

Goal

Goal #	Description
1	Promote the achievement of all students, and particularly English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in Voices’ dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard- Academic Indicator English Language Arts average scale score distance from standard for all students and all numerically significant subgroups	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	All Students 78.4 points below Data Year: 2022-23 Data Source: CA Dashboard	All Students - 50% proficient on SBAC ELA English Learners 30% Data Year: 2022-23 Data Source: Dataquest
<u>CA School Dashboard-</u> Academic Indicator Math average scale score distance from standard for all students and all numerically significant subgroups	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	All Students 52.2 points below Data Year: 2022-23 Data Source: CA Dashboard	All Students - 4 points above Hispanic - 3 points above English Learners - 2 points above Socioeconomically Disadvantaged - 2 points above Students with Disabilities – Too Few Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC) for all students and all numerically significant subgroups	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	All Students – 14.29% Socioeconomically Disadvantaged – 9.09% Data Year: 2022-23 Data Source: CAASPP results	All Students - 50% proficient on SBAC ELA English Learners 30% Data Year: 2022-23 Data Source: CAASPP Results
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for Math (Overall performance in SBAC) for all students and all numerically significant subgroups	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 3)	All Students – 21.43% Socioeconomically Disadvantaged – 18.18% Data Year: 2022-23 Data Source: CAASPP results	All Students - 55% Hispanic - 55% English Learners 45% Socioeconomically Disadvantaged - 50% Students with Disabilities 30% Data Year: 2022-23 Data Source: CA Dashboard

CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	N/A No Data First Year of Charter	ELPI not reported for 2020-21 29% Students Scored 3 or 4 Data Year: 2020-21 Data Source: ELPAC Summative CA Dashboard	28.6% Data Year: 2021-22 Data Source: CA Dashboard	ELPI has no performance color for 2023 ELPI is 37.5% Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard	55% of English language learners progress at least one level or maintain ELPI Level 4 Data Year: 2022-23 Data Source: ELPAC Summative CA Dashboard
Percentage of students redesignated Fluent-English Proficient since last census	9.8% reclassification rate Data Year: 2019-20 Data Source: Dataquest	0% reclassification rate Data Year: 2020-21 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2021-22 Data Source: Dataquest	Data release delayed by the CDE Internal Data 11.19% Data Year: 2022-23 Data Source: Dataquest	15% reclassification rate Data Year: 2022-23 Data Source: Dataquest

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

SIOP training was provided by the network, but the majority of SIOP and Systematic ELD training occurred on site provided by the Instructional Coach. There is still a need for school specific SIOP and Systematic ELD training as the majority of the students are ELs at Voices. The ELPAC was administered very well in 2023-24. This was improved due to the planning of the sequence of the ELPAC administration.

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

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Systematic ELD and SIOP Teacher Training): Actual expenditure \$0; Budgeted Expenditure \$7,975. This is a decrease of 100% of budgeted expenditure. This action was decreased because most of the training occurred at the site level by the Instructional Coach though some of the costs were attributed to the network.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The systematic ELD and SIOP teacher training was partially effective during the three-year LCAP cycle because ELs are making slow progress as are all students and other significant subgroups. The ELs declined in CAASPP Math in 2023. The ELPAC administration has been effective, and it has improved over the three-year LCAP cycle.

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

In 2024-25, Goal 1 has been changed to Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts (“ELA”), Spanish Language Arts (“SLA”), Mathematics (“Math”), and Science in Voices’ dual-immersion model. The previous Goal 1 and Goal 2 were combined to focus on student achievement. It has also allowed for the metrics to be streamlined to include all students and significant subgroups to appropriately assigned and fully credentialed teachers, access to standards aligned instructional materials, implementation of standards for all students and enable ELs access to CCSS and ELD standards, SBAC ELA, SBAC Math, CAST Science, ELA Local Assessment (ANET and MAP), Math Local Assessment (ANET and MAP) and SLA Local Assessment (to be determined), English Learner Progress Indicator (“ELPI”), and EL Reclassification Rate. The 2024-25 LCAP removed actions that are requirements like ELPAC administration and recruiting, monitoring, and maintaining highly qualified teachers. The actions in Goal 4 have been included in Goal 1 especially through professional development in the actions (Induction Program, Summer Professional Development, and School Leader Training). The 2024-25 actions in Goal 1 reflect the feedback from educational partners to include staffing the school, implementing core curriculum with fidelity (ELA, SLA, Math, Science, Social Science), support for ELs, support for SWD, rigorous professional development, technology infrastructure and support, academic interventions and supplemental materials, ensuring instructional practices by the Instructional Coach and Principal, associate teachers providing direct services to identified students, having the Student Services Manager ensure a strong MTSS program, effective after school program and summer school, network support infrastructure for transparency, and beginning to integrate a library, computer lab and resource room. The 2024-25 LCAP is strong, and implementation of the actions is attainable.

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

Goal

Goal #	Description
2	Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2: % proficient	45% of students proficient Data Year: 2020-21 Data Source: ANET Assessment Data	65% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	20% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	13% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	45% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: ANET Assessment Data
Internal ELA Assessment 2-8 in Benchmark 2: % proficient	Will start testing Grade 2 in 2021-22 Data Year: 2020-21 Data Source: ANET Assessment Data	36% of students proficient Data Year: 2021-22 Data Source: ANET Assessment Data	10% of students proficient Data Year: 2022-23 Data Source: ANET Assessment Data	13% of students proficient Data Year: 2023-24 Data Source: ANET Assessment Data	30% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	N/A Added Metric in 2023 Data Year: 2020-21 Data Source: MAP Assessment Data	N/A Added Metric in 2023 Data Year: 2021-22 Data Source: MAP Assessment Data	N/A Added Metric in 2023 Data Year: 2022-23 Data Source: MAP Assessment Data	25% of students met growth target Data Year: 2023-24 Data Source: MAP Assessment Data	50% of students meet their growth target Data Year: 2023-24 Data Source: MAP Assessment Data
Math MAP Assessment Growth Goals: % meeting growth goal	N/A Added Metric in 2023 Data Year: 2020-21 Data Source: MAP Assessment Data	N/A Added Metric in 2023 Data Year: 2021-22 Data Source: MAP Assessment Data	N/A Added Metric in 2023 Data Year: 2022-23 Data Source: MAP Assessment Data	XX% of students met growth goals Data Year: 2023-24 Data Source: MAP Assessment Data	50% of students meet their growth goals in math based on MAP math assessment Data Year: 2023-24 Data Source: MAP Assessment Data

% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2020-21 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2022-23 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar	100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2020-21 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2022-23 Data Source: Curriculum and Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Curriculum Assessment inventory/ procurement list	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Curriculum and Assessment inventory/ procurement list

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The benchmark assessment licenses and screeners were implemented, but there is a noted discrepancy between the curriculum, standards, and benchmarks. In order to prepare for Charter Renewal, it is important to transition from reliance on the ANET to MAP because MAP is an adopted academic progress indicator to be used in the charter school renewal process by the CDE. There is a strong need for an SLA curriculum in a dual immersion program as well as science and social science curriculum to ensure access to a broad course of study. EL Education needs to be used with fidelity. The implementation of Eureka Math has been better. There are many resources for teachers (Achieve3000, Dreambox, SmartyAnts, etc.) that teachers need additional training to improve the use of these resources. Staff coaching was successfully implemented this year and teachers' skills are steadily improving. The associate teachers were implemented well, and they need to continue to receive professional development. The technology resources were implemented and could be used more effectively to

drive instruction. Formative assessment programs was implemented, and the Charter School holds weekly data meetings. The Student Services Manager has been fully staffed and implemented this year, and there was a positive shift in the Special Education department. LAS link administration was implemented successfully. Small class sizes, teacher recruitment, and teacher retention was implemented and there are no teacher vacancies. Some class sizes are large, but most are in the anticipated average small size.

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

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Benchmark Assessments Licenses and Screeners): Actual expenditures \$15,475; Budgeted Expenditures: \$8,110. This is an increase of 91% of budgeted expenditure. This action was increased because they were at the beginning of a multi-year contract and other screeners were piloted.

Action 5 (Technology and programs for adaptive intervention programs): Actual expenditure: \$38,575; Budget Expenditure \$69,961. This is a decrease of 45% of budgeted expenditure. This action was decreased to because there were multi-year contracts and a limited attempt to replace, add, and upgrade equipment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The benchmark assessment licenses and screeners were partially effective during the three-year LCAP cycle, but there is a noted discrepancy between the curriculum, standards, and benchmarks. Standards Aligned core curriculum was partially effective because the EL Education and Eureka Math curriculum was implemented, but the curriculum must be used with fidelity in order to ensure equity among the classes. Voices needs to adopt an SLA curriculum. Middle School has science and social science curriculum, and the elementary uses EL Education and supplements with Mystery Science, Achieve3000, and Newsela. Staff Coaching Support was effective in Year 3 because the principal is in classes daily. Associate teachers have been partially effective because there were vacancies in Year 1 and 2. Year 3 the positions have been filled, and the associate teachers need training to provide direct service to students and run small group instruction. Enrichment has been moved to later in the school day. Technology and adaptive intervention programs were partially effective because it is used, but it needs to be used with more fidelity and data analysis to drive instruction. Formative assessment programs were partially effective because they need to be used schoolwide. The Student Services Manager action was partially effective. There were vacancies over the three-year LCAP cycle. There needs to be cohesion of this position across the network. The Student Services Manager need to actively collaborate during IPP and data meetings across the network. LAS Links administration is not effective because though the assessment is completed, there is no data sharing, aggregation, or process. Small class sizes, teacher recruitment, and retention action was partially effective. Some classes are large, there were numerous vacancies and teacher turnover events especially in Year 1 and 2 which improved from Year 2 to Year 3. Voices is a Teach for America school and a training ground for new teachers.

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

In 2024-25, Goal 2 has been changed to Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students. The previous Goal 1 and Goal 2 were combined to focus on student achievement. In 2024-25, the metrics for have been focused on student engagement to include facilities, attendance rate, chronic absenteeism rate, middle school dropout rate,

suspension rate, expulsion rate, broad course of study, and student surveys on the sense of safety and school connectedness. The actions now focus on supporting the student and their educational experience to include field trips, student health, school supplies, safe and clean facilities, positive school climate and culture, attendance support, enrichment activities and advisory curriculum, middle school culture, Dean of Culture, and School Counselor. The feedback for the educational partners is to focus on the social emotional health and well-being of students and to ensure that students are engaged and connected to the school community.

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

Goal

Goal #	Description
3	Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>% of families responding to survey</p> <p># of parents attending LCAP meetings</p>	<p>92% survey response.</p> <p>Due to Covid protocols all meeting were conducting virtually</p> <p>Data Year: 2020-21 Data Source: Local Surveys and Sign-in sheets</p>	<p>12.5% survey response</p> <p>Due to Covid protocols all meeting were conducting virtually</p> <p>Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets</p>	<p>43% survey response</p> <p>3 Parents attended LCAP meeting</p> <p>Data Year: 2022-23 Data Source: Local Surveys and Sign-in sheets</p>	<p>School received 18 survey responses</p> <p>8 Parents attended LCAP meeting</p> <p>Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets</p>	<p>At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year.</p> <p>Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets</p>
<p>% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class</p>	<p>No baseline</p>	<p>Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28</p> <p>Data Year: 2021-22 Data Source: Sign-in sheets and training dates</p>	<p>5% of workshops or parent education classes were conducted this year</p> <p>Data Year: 2022-23 Data Source: Sign-in sheets and training dates</p>	<p>4 parent education workshops or parent education classes were conducted this year</p> <p>Data Year: 2023-24 Data Source: Sign-in sheets and training dates</p>	<p>At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class</p> <p>Data Year: 2023-24 Data Source: Sign-in sheets and training dates</p>

Average daily attendance rates as of May 2nd (P2)	<p>No Data</p> <p>Data Year: 2020-21 Data Source: P-2 Report, SIS</p>	<p>ALL 86%</p> <p>Data Year: 2021-22 Data Source: P-2 Report, SIS</p>	<p>ALL 87.41% ELs 87.46% SED 88.1%</p> <p>Data Year: 2022-23 Data Source: P-2 Report, SIS</p>	<p>ALL: 91%</p> <p>Data Year: 2023-24 Data Source: P-2 Report, SIS</p>	<p>Maintain an attendance rate of $\geq 95\%$ for All students Attendance rate of $\geq 95\%$ for ELs Attendance rate of $\geq 95\%$ for low SED</p> <p>Data Year: 2023-24 Data Source: P-2 Report, SIS</p>
Chronic Absenteeism rate for all students and all numerically significant subgroups	<p>No Data</p> <p>Data Year: 2020-21 Data Source: P-2 Report, SIS</p>	<p>All: 21.7%</p> <p>EL – 20.0%</p> <p>Hispanic – 21.7%</p> <p>Socioeconomically Disadvantaged: 23.8%</p> <p>Data Year: 2020-21 Data Source: CA Dashboard</p>	<p>All: 66.2%</p> <p>EL: 80%</p> <p>Hispanic: 68.1%</p> <p>Socioeconomically Disadvantaged: 67.7%</p> <p>Data Year: 2021-22 Data Source: CA Dashboard</p>	<p>All: 50.5%</p> <p>EL – 51.4%</p> <p>Hispanic – 49.0%</p> <p>Socioeconomically Disadvantaged: 51.9%</p> <p>SWD: 41.7%</p> <p>Data Year: 2022-23 Data Source: CA Dashboard</p>	<p>All <10% chronically absent EL <10% chronically absent Hispanic <10% chronically absent Socioeconomically Disadvantaged <10% chronically absent</p> <p>Data Year: 2022-23 Data Source: CA Dashboard</p>

Percentage of Student Suspended for all students and all numerically significant subgroups	No Data School Opened	All - 0% Data Year: 2020-21 Data Source: DataQuest	All: 0% EL: 0% Hispanic: 0% SED: 0% Students with Disabilities: 0% Data Year: 2021-22 Data Source: CA Dashboard	All: 0% EL: 0% Hispanic: 0% SED: 0% Students with Disabilities: 0% Data Year: 2022-23 Data Source: CA Dashboard	Maintain a low student suspension rate of $\leq 5\%$ for all students Maintain a low student suspension rate of $\leq 5\%$ for Students with disabilities Data Year: 2022-23 Data Source: CA Dashboard
Student Expulsion Rate for all students and all numerically significant subgroups	No Data School Opened	0% Data Year: 2020-21 Data Source: Dataquest 2020-21:	0% Data Year: 2021-22 Data Source: Dataquest	0% Data Year: 2022-23 Data Source: Dataquest	Maintain a low expulsion rate of $\leq 1\%$ Data Year: 2022-23 Data Source: Dataquest
% of parents/guardians responded favorably to school safety question	75% of parents/guardians responded favorably Data Year: 2020-21 Data Source: Panorama	N/A Data Year: 2021-22 Data Source: Panorama	84% of parents/guardians responded favorably Data Year: 2022-23 Data Source: Panorama	92% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Panorama	At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Panorama
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100% Data Year: 2020-21 Data Source: Local	100% Data Year: 2021-22 Data Source: Local	100% Data Year: 2022-23 Data Source: Local	100% Data Year: 2023-24 Data Source: Local	100% Data Year: 2023-24 Data Source: Local

Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	Good Data Year: 2022-23 Data Source: Local	Good Data Year: 2023-24 Data Source: Local	Good Data Year: 2023-24 Data Source: SARC
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Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Dean of Culture action was implemented, and the Charter School has been fortunate to have the same Dean (previously Parent Liaison) for three years who has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The chronic absenteeism rate is dropping, but it is still high. The Enrichment Activities and Advisory curriculum was implemented this year and there is room for improvement in the areas of consistency, structure, programming, and student choice. The Charter School focuses on cultural activities, women's history, and cooking classes. The Student Success and Positive Behavior Support has been implemented well. The Charter School has noted that the suspension rate is low and behavior issues decreased. Focus on the beginning of the year included positive reinforcement, classroom culture, and restorative practices. There needs to be additional staff training on model alignment, trauma informed instruction, DEI, and belonging/school connectedness. The facility action was implemented, but the school is over 100 years old. It is cleaned regularly, and there have been repairs for flooding, re-floor the basement, and carpeting. Administrative Support Staff action is now fully staffed, and training is improving staff capacity. Vacancies have been filled throughout the school year.

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

The following actions had greater than 10% variance in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Dean of Culture): Actual expenditures \$94,454; Budgeted Expenditures: \$204,817. This is a decrease of 54% of budgeted expenditure. This action was decreased based on an error in the budgeted cost which would include two Dean of Culture.

Action 3 (Admin Support Staff): Actual expenditures \$87,157; Budgeted Expenditures: \$152,224. This is a decrease of 43% of budgeted expenditure. This action was decreased due to vacancies in administrative positions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Dean of Culture action was effective during the three-year LCAP cycle. The Charter School has been fortunate to have the same Dean for three years who has developed partnerships with families and supported the school community with resources, events, celebrations, and recognitions. The Enrichment Activities and Advisory curriculum was partially effective. There has been improvement in Year 3 and will continue to improve in the areas of consistency, structure, programming, and student choice. The Student Success and Positive Behavior Support was partially effective with great improvement in Year 3. The program continues to grow and develop. The facility action was partially effective because of the age and needed repairs to the facility. Administrative Support Staff action has been partially effective based on vacancies in those positions.

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

In 2024-25, Goal 3 has been changed to Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education. The previous Goal 3 has focused on student and parent and community engagement. In 2024-25, the metrics for have been focused on parent and community engagement to include seeking input, ELAC meetings, family member survey, teacher and staff survey, parent education workshops, and project/portfolio presentations. The actions now focus on supporting the families to include parent and community engagement and advisory, parent academy, and parent communication. The feedback for the educational partners is to focus on getting parents and the community involved in the school community and learning together to better support the academic and social development of their children.

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

Goal

Goal #	Description
4	Voices Academy will recruit and maintain highly-qualified teachers who are committed to the Voices vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program	100 % Eligible Teacher complete induction program within eligibility period	100% Eligible Teachers complete induction program Data Year: 2021-22 Data Source: Voices BTSA list	100% Eligible Teachers complete induction program Data Year: 2022-23 Data Source: Local	100% Eligible Teachers complete induction program Data Year: 2023-24 Data Source: Voices Local Data	100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Local
Percentage of properly credentialed teachers	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed.	3.0 FTE 33.3% Clear 0% Intern 66.7% Ineffective Data Year: 2020-21 Data Source: Data Quest	4 FTE 25% Clear 0% Intern 75% Ineffective Data Year: 2021-22 Data Source: Data Quest	100% teachers with appropriate permit or waiver credential Data Year: 2021-22 Data Source: SARC

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions designed to support achievement of the goal were implemented as planned.

The Induction Program was implemented, but most teachers are completing an internship and are not ready for the Induction Program. Credential Monitoring was implemented well this year. The network is properly monitoring credentials and ensuring teachers have an STP or PIP or passing tests to receive their CLEAR credential. Highly Qualified Teachers action was implemented despite the shortage of teachers in the State and the Nation. Only teachers who have their CLEAR credentials are considered effective and this takes up to five years of teaching to complete. Summer Professional Development was implemented focusing on classroom culture, routines, setting community

agreements, and positive reinforcements. School Leader Training on EL Practices was not fully implemented. There were some networkwide training, but there needs to be more training. School Leaders will continue CEEL Servant Leadership.

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

The following actions had a 10% variance increase or decrease in Budgeted Expenditures and Estimated Actual Expenditures:

Action 1 (Induction Program): Actual expenditure \$3,500; Budgeted Expenditure \$7,000. This is a decrease of 50% of budgeted expenditure. This action was decreased because there was only one teacher who was eligible for the Induction Program.

Action 2 (Credential Monitoring): Actual expenditure: \$17,519, Budget Expenditure \$14,910. This is an increase of 17% of budgeted expenditure. This action was increased due to increased staffing costs and credentials.

Action 3 (Highly Qualified Teachers): Actual expenditure: \$322,095; Budget Expenditure \$421,499. This is a decrease of 24% of budgeted expenditure. This action was decreased because of teacher vacancies and reduced costs based on teacher experience and education.

Action 4 (Summer Professional Development): Actual expenditure: \$563; Budget Expenditure \$3,640. This is a decrease of 85% of budgeted expenditure. This action was decreased because it was included in network costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Induction Program was effective for the teachers who are ready to complete the Induction Program during the three-year LCAP cycle. Credential Monitoring was partially effective during the three-year cycle but improved in Year 3. Highly Qualified Teachers action was partially effective because it takes teachers up to five years of teaching to complete their CLEAR credential. Summer Professional Development was partially effective. School Leader Training on EL Practices was partially effective because there were some networkwide training, but there needs to be more training.

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

In 2024-25, Goal 4 was eliminated and the focus on credentialed teachers and professional development were moved to Goal 1.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education
November 2023

Local Control and Accountability Plan



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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Salvador Padilla Principal	spadilla@voicescharterschool.com 408-571-6404

Plan Summary 2024-25

General Information

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

Voices College-Bound Language Academy at Stockton (“Voices”) is an independent TK-4 (expanding to TK-8) public charter school in Stockton founded in 2020 authorized by Stockton Unified School District. Voices College-Bound Language Academies provides a rigorous college-prep TK-4 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. The school uses an instructional approach that is based on inquiry and project-based learning. Voices will add one grade level per year until it serves TK-8. There are some metrics which do not apply to Voices because it is a TK-4 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate. In 2025-26, the middle school metrics will establish the baseline.

Mission

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

Vision

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

The Voices Network Core Values are:

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

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

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

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

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

The California School Dashboard (“Dashboard”) in 2023 reports that in 2022-23, Voices served 103 students with diverse needs and backgrounds: 69.9% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 32% of students were English Learners (“ELs”); 1.0% of English Learners were Redesignated Fluent English Proficient (“RFEP”); 9.7% of students with disabilities (“SWD”); 1% Foster Youth (“FY”); and, 0% Homeless Youth. As of the 2022-23 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (93.2%), African American/Black (3.9%), White (1%), Two or More Races (1%), and Asian (1%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY. Of these subgroups, SED students and ELs are a significant subgroup at Voices; however, the Charter School addresses specific actions and services for FY students to provide equal access to a high-quality program.

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

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

year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, SLA assessments, cumulative assessments, and attendance and student discipline data to include the significant subgroups of Hispanic/Latinx students, SED students, and ELs and RFEPs. This student achievement data, attendance data, and student discipline data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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

Reflections: Annual Performance

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

The 2023 California State Dashboard only identifies performance levels using one of five status levels (ranging from Very Low, Low, Medium, High, and Very High) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, High, Medium, Low, and Very Low).

Increase ELA Performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance has no performance color because it was the first year the students (grade 3) took the SBAC ELA. The students' score was 78.4 points below standard. Voices will focus specifically on increasing the ELA performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase math performance overall and for significant subgroups. The 2023 Dashboard indicates the Math performance has no performance color because it was the first year the students (grade 3) took the SBAC ELA. The students' score was 52.2 points below standard. Voices will focus specifically on increasing the Math performance for all students, especially the significant subgroups of Hispanic/Latinx students, ELs, and SED students.

Increase English Learner Progress Indicator ("ELPI") for all English Learners. The 2023 Dashboard indicates that 37.5% of English Learners made progress toward English Language proficiency but did not have a performance color. The 37.5% of English Learners were in grades TK-3 and the ELPI increased by 8.9%. Students have daily English Language Development ("ELD") instruction from an appropriately credentialed teacher and Specially Designed Academic Instruction in English ("SDAIE") in their core content areas. Voices provides ELD instruction, monitoring, and support and improving language proficiency. The goal to prevent students from being classified as LTELs by meeting English Proficiency in the primary grades.

Decrease chronic absenteeism and increase daily attendance overall and for significant subgroups. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "High" – 50.5% chronically absent, declined 15.8%. The following subgroups were also "High" - Hispanic/Latinx –49% chronically absent, declined 19.1%, English Learners – 51.4% chronically absent, declined 28.6%, and Socioeconomically Disadvantaged, 51.9% chronically absent, declined 15.7%. Voices will continue this decline and will focus specifically on decreasing Chronic Absenteeism for all students and especially for the subgroups of Hispanic/Latinx students, ELs, and SED students by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts,

letters, and home visits, and implementing a prioritized system for identifying and serving students who are chronically absent based on results of each student’s average daily attendance.

Maintain suspension rate at 1%. The 2023 Dashboard indicates the following - Suspension Rate was Overall “Very Low” – 0% of students were suspended at least one day, maintained 0%. None of the students were suspended at Voices Overall or in any of the subgroups of Hispanic/Latinx students, ELs, and SED students. Voices is working with students on alternatives to suspension to include counseling, restorative practices, schoolwide SEL program, behavior support in the classroom, professional development on classroom management, and Positive Behavioral Interventions and Supports (“PBIS”).

Voices is not eligible to be an Equity Multiplier School.

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

Reflections: Technical Assistance

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

Voices is in General Assistance based on Charter School Assistance due to the hard work and improvement overall and for significant subgroups. Based on the 2022 Dashboard, Voices was eligible for Comprehensive School Improvement (“CSI”) for being the lowest performing five percent of Title I schools based on the chronic absenteeism rate. Fortunately, Voices exited CSI and is no longer eligible based on the 2023 Dashboard. The efforts of Voices demonstrated a 15.8% decline in the percentage of students who missed ten percent or more of the instructional days they were enrolled. The CSI Plan in 2022-23 was implemented to address this concern, and Voices expects an additional decline in the percentage of students who are chronically absent in 2023-24.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. 1/18 and 3/5, 2024. Additionally, staff surveys were used to inform the LCAP. 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey)
Parents/Guardians	Engaged in collecting feedback on the goals and actions with parents/guardians during Community Meetings called LCAP Engagement. The data, goals, and actions were discussed. Additionally, parent/guardian surveys were used to inform the LCAP. 11/20 - 12/6, 2023 (Fall pre survey) - 4/9 to 4/24, 2024 (Spring post survey)
Students	Engaged in collecting feedback on the goals and actions with grade 4 students. 5/23/24
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1). 5/8/24 The Executive Director responded to all comments in writing.
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1). 5/2/24 The Executive Director responded to all comments in writing.
Student Advisory Committee	Will begin in 2025-26.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5). 6/3/24
Public Comment	6/18/24-6/23/24 the public comment period or notification to members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/11/24 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/25/24 that the Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/25/24 in accordance with Education Code section 52062(b)(2).

Insert or delete rows, as necessary.

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

The adopted LCAP was influenced by the feedback provided by educational partners by ensuring that the three goals are supported by actions to include Student Achievement, Student Engagement, and Parent and Community Engagement. One key metric was added which included a Spanish Language Assessment. The actions include support for SWD and ELs. The contributing actions include support for SED students, ELs, and FY. The feedback was to focused on academic interventions, social emotional support, and active parents and community members. The goals and actions support the whole child and ensures that every child can reach their potential.

Goals and Actions

Goal 1

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Voices has reviewed ELA, Math, and English Learner Proficiency data and is committed to improving student achievement for all students and significant subgroups. The 2023 Dashboard indicates no performance color for English Language Arts, but the students’ score was 78.4 points below standard. The 2023 Dashboard indicates no performance color for Math, but the students’ score was 52.2 points below standard. There will not be a CAST Science score until 2024-25 when the students matriculate to grade 5. The 2023 Dashboard indicates that 37.5% of English Learners made progress toward English Language proficiency with an increase of 8.9%.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	4 FTE 25% Clear 0% Intern 75% Ineffective Data Year: 2021-22 Data Source: Dashboard Fall 2023			80% Clear 20% Intern 20% Ineffective Data Year: 2024-25 Data Source: Dashboard Fall 2026	
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators			100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	

1.4	SBAC ELA	<p>2022-23 ELA Distance from Standard</p> <p>Overall: -78.4 HISP: Set in 2024 SED: Set in 2024 EL: Set in 2024</p> <p>Percent Meets and Exceeds: Overall: 14.29% HISP: Too Few SED: 9.09% EL: Too Few</p> <p>Data Year: Spring 2023 Data Source: CAASPP Student Score Data Extract from TOMS</p>			<p>2025-26 ELA Distance from Standard</p> <p>Overall: -18.4 HISP: TBD SED: TBD EL: TBD</p> <p>Percent Meets or Exceeds: Overall: 32.81% HISP: TBD SED: 24.09% EL: TBD</p> <p>Data Year: Spring 2026</p> <p>Data Source: CAASPP Student Score Data Extract from TOMS</p>	
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1.5	SBAC Math	<p>2022-23 Math Distance from Standard</p> <p>Overall: -52.2 HISP: Set in 2024 SED: Set in 2024 EL: Set in 2024</p> <p>Percent Meets or Exceeds: Overall: 21.43% HISP: Too Few SED: 18.18% EL: Too Few</p> <p>Data Year: Spring 2023</p> <p>Data Source: CAASPP Student Score Data Extract from TOMS</p>			<p>2025-26 Math Distance from Standard</p> <p>Overall: 7.8 HISP: TBD SED: TBD EL: TBD</p> <p>Percent Meets or Exceeds: Overall: 36.43% HISP: TBD SED: 33.18% EL: TBD</p> <p>Data Year: Spring 2026</p> <p>Data Source: CAASPP Student Score Data Extract from TOMS</p>	
1.6	CAST Science	<p>Baseline set in 2024-25</p> <p>Data Year: Spring 2023</p> <p>Data Source: CAASPP Student Score Data Extract from TOMS</p>			<p>Overall: TBD HISP: TBD SED: TBD EL: TBD</p> <p>Data Year: Spring 2026</p> <p>Data Source: CAASPP Student Score Data Extract from TOMS</p>	

1.7	ELA Local Assessment –MAP	<p>13% of students proficient ANET</p> <p>25% of students met growth target MAP</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data</p>			<p>50% of students proficient ANET</p> <p>50% of students met growth target MAP</p> <p>Data Year: 2026-27</p> <p>Data Source: Local Data</p>	
1.8	SLA Local Assessment - TBD	<p>Baseline set in 2024-25</p> <p>Data Year: 2024-25</p> <p>Data Source: Local Data</p>			To be Determined	
1.9	Math Local Assessment –MAP	<p>13% of students proficient ANET</p> <p>XX% of students met growth target MAP</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data</p>			<p>50% of students proficient ANET</p> <p>50% of students met growth target MAP</p> <p>Data Year: 2026-27</p> <p>Data Source: Local Data</p>	

1.10	EL students making progress toward English Proficiency	<p>ELPI has no performance color for 2023</p> <p>ELPI is 37.5%</p> <p>Data Year: 2022-23 Data Source: DataQuest ELPAC Summative</p>			<p>ELPI is High for 2026</p> <p>ELPI is 55%</p> <p>Data Year: 2025-26 Data Source: DataQuest ELPAC Summative</p>	
1.11	EL Reclassification Rate	<p>Data release delayed by the CDE</p> <p>Data Year: 2022-23 Data Source: Dataquest</p>			<p>EL Reclassification rate is 40%</p> <p>Data Year: 2025-26 Data Source: Dataquest</p>	

Goal Analysis for 2024-25

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

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

To be completed in 2025

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

To be completed in 2025

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

To be completed in 2025

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

To be completed in 2025

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Implement a comprehensive core staffing plan to ensure appropriate staffing across all departments to provide basic services. Staffing will consider student enrollment, programmatic changes, and any vacancies or turnover in alignment with the school's mission, vision, and educational objectives. Develop a recruitment strategy to attract highly qualified, diverse candidates for all open positions reflective of the student body and community demographics. Continue strategies to ensure new teachers are supported and complete an induction program. Develop strategies to retain talented staff, onboard new staff, ensure a competitive compensation package, and evaluate all staff for continual improvement.	\$642,213	No
1.2	Implementation of Core Curriculum	Ensure fidelity to the core curriculum (ELA, SLA, Math, Science, Social Science) to ensure full implementation the high-quality curriculum which will include a trainer/consultant who provides professional development to teachers and administrators, ensuring teachers utilize the curriculum, work on how to plan lessons, and integrate formative data to inform instruction.	\$49,640	No
1.3	Support for English Learners	Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.	\$21,444	Yes

1.4	Support for Students with Disabilities	Support Students with Disabilities by ensuring enough staff (teachers and paraprofessionals) or outside service providers to ensure all students receive services outlined in Individual Educational Plans. Ensure compliance with SELPA policies, protocols, and participation. Ensure that all students improve academic acceleration of SWD to ensure goal attainment. Notify parents/guardians about progress toward goals. Ensure time for collaboration between special educators or providers with general education classroom teachers to ensure accommodations and other services provided. Special attention will be paid to SWD with poor attendance and behavioral issues. Ensure that all staff, especially special education teachers and staff, receive external professional development to address the needs of SWD.	\$234,999	No
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1.5	Professional Development	<p>Provide meaningful and ongoing professional development opportunities for administrators, teachers and staff. Topics may include:</p> <ul style="list-style-type: none"> • Core Curriculum Training to ensure full implementation with fidelity • Collaboration between General Education Teachers and Special Education Teachers • Systematic ELD (English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, ELD Curriculum) and Sheltered Instruction and Observation Protocol ("SIOP"), and GLAD Training • Trauma Informed Instruction • Culturally Responsive Pedagogy • Personal and Professional Goal Setting and Planning for Advancement • Diversity, Equity, and Inclusion ("DEI") • Using Achieve3000 to improve Literacy • Mathematical Mindset • Multi-Tier System of Supports ("MTSS") • English Learner Master Plan, ELA/ELD Standards, CA Roadmap for English Learners, Sheltered Instruction Observation Protocol ("SIOP") • Differentiating and Using Instructional Strategies for English Learners, SWD, academically high achieving students, and academically low achieving students • Constructed Writing Response • Academic Vocabulary in English and Spanish • Scaffolding Instruction at Grade Level Standards • Data Analysis - review identified assessment data, to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Restorative Justice Practices • Positive Behavior Intervention Support– Encouraging positive behavior, building relationships, understanding diversity and inclusion, classroom management, and ensuring students have a sense of belonging. • Inquiry Based Instruction • Project-Based Learning • Parents/Guardians as Partners • Charter School Organizations and Conferences- CCSA, CSDC, CABE <p>Provide in-depth professional development for teachers in the summer. Topics may include:</p> <ul style="list-style-type: none"> • Understanding of Charter, Mission, Vision, and Core Values 	\$65,640	Yes
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		<ul style="list-style-type: none"> • Academic Program • Voices School Culture Playbook • Multi-Tier System of Supports • Positive Behavior Intervention Support <p>Provide in-depth professional development for associate teachers. Topics may include:</p> <ul style="list-style-type: none"> • Direct Service to Students • Small Group Instruction • Read – Write Connection • Effective Instructional Strategies • Effective Behavioral Redirection and De-Escalation Strategies • Planning Enrichment Activities <p>Provide in-depth professional development for principals. Topics may include:</p> <ul style="list-style-type: none"> • Ongoing Training/Coaching to support administration on data analysis, supporting teachers and staff through implementation of curriculum, using effective and culturally responsive instructional strategies to scaffold student learning and differentiate instruction. • Continue SEEL Servant Leadership • Leading a data team - review identified assessment data (academic and culture), to disaggregate the data, to determine strategies that will be utilized to address the needs of the identified students • Charter School Leadership • Differentiation for ELs and SWD • Positive Behavior Intervention Support • Multi-Tier System of Supports • Parents/Guardians as Partners • Opportunities for trainings (SELPA), workshops (SCCOE), and conferences (CSDC, CCSA, CABE) 		
1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	\$43,800	No

1.7	Intervention and Supplemental Materials	Provide support for identified students who will work in small groups and individually to increase academic skills in reading and math based on benchmark assessments (NWEA MAP, Renaissance STAR, Illuminate, Achievement Networks, PKRS). The intervention will encourage the identified students to interact with the content standards through real world experiences. The intervention will use explicit strategies to remediate students' skills in literacy and numeracy. Supplemental, intervention instructional materials, and other online and text materials will be used (Dreambox, Achieve3000, Smarty Ants, Newsela, Mystery Science). Implement a variety of supplemental, intervention, and instructional materials for use during intervention and in the classroom focused on reading and math. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. The supplemental materials will provide additional opportunities to remediate and accelerate academic skills.	\$13,500	Yes
1.8	Instructional Coach and Principal	The Instructional Coach and the Principal coach teachers on the most effective instructional practices for the whole child and the significant subgroups. Ensure rigor, appropriate pacing, lesson development and execution, and meaningful student feedback. Support teachers on data-analysis skills during data meetings, provide professional development, coach and provide meaningful feedback, coach on engagement techniques with real-time coaching, coach on exemplars for student success, support small-group instruction, ensure implementation of Tier 1 and Tier 2 interventions, and specific evaluations based on professional goals.	\$148,121	No

1.9	Associate Teachers	Provide associate teachers in primary grades to provide direct service to students in the classroom under the direction of certificated teachers. Associate teachers will provide individualized, small group, and whole group support to students to increase academic skills in ELA, SLA, and Math based on teacher data analysis and teacher planning. The focus will be to remediate academic skills by answering questions, explaining directions and concepts, and taking additional support time. Associate teachers support the teacher with formative assessments and the school with diagnostics and provide daily enrichment to students. This creates more opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	\$247,014 Title I	Yes
1.10	Student Services Manager	The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for special education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. The SSM will track data and support with coaching of teachers and staff. The SSM will play an active role in weekly Intellectual Preparation and Planning and data meetings through collaboration in order to close the achievement gap for the most vulnerable students.	\$ 0.00	Yes
1.11	After School Program and Summer School	Provide a robust after-school program and summer school (Intercession) for students. Provide after-school program and summer school to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program for the identified students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/SLA/Literacy and Math through project based learning and field trips.	\$345,516	Yes
1.12	Network Support Infrastructure	Implement a strong support infrastructure for the school through network educational services, student support services, operational services, human resource management (credentials), business services to support the school's instructional goals. Ensure clear and consistent communication between the network, the school, the teachers, the staff, and the families. Ensure transparency and accountability.	\$230,417	No

1.13	Project-Based Learning	Engaging in relevant, project-based learning projects that integrate literacy, math, and science is important because it promotes deep understanding, critical thinking, and real-world application of concepts. It enhances students' ability to connect learning across disciplines, fosters problem-solving skills, and prepares them for success in an interconnected, knowledge-based society. Students will showcase their projects at an event for families and communities to attend at least twice per year.	\$1,000	No
1.14	Leadership Team	<p>Establish a site-based Leadership Team who will collaborate to set educational goals, develop policies, and oversee the day-to-day operations of the school. This team ensures effective communication, implements initiatives, and supports teachers and students.</p> <p>The site Leadership Team can interact with other school's Leadership Teams at the Network level to share best practices, aligning goals with Network priorities, and seek support for resources and professional development. Network leaders provide guidance, monitor progress, and facilitate collaboration among schools to improve overall educational outcomes.</p>	\$1,000	No
1.15	Collaborative Learning Community	Create a collaborative learning community that focuses on learning rather than teaching, allowing teachers to work collaboratively, and hold each other accountable for results. This could look like book studies (Thinking Classrooms), conversations, problem solving, brainstorming, sharing strategies (4 Cs of Common Core – Creativity, Critical Thinking, Communication and Collaboration), etc. The outcome will be to ensure more collaboration amongst students which will allow for an authentic, language rich learning environment.	\$1,000	No

Goal 2

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Voices is committed to students receiving social emotional well-being support and enrichment activities to ensure they remain engaged in the school community. The School Attendance Rate is 91%. The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall “High” as were the following subgroups of Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged students.

The 2023 Dashboard indicates the Suspension Rate was Overall “Very Low” as were the following subgroups of Hispanic/Latinx, English Learners, and Socioeconomically Disadvantaged students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT			All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	
2.2	Attendance Rate	91% Data Year: 2023-24 Data Source: P-2 Report			≥96% Data Year: 2026-27 Data Source: P-2 Report	
2.3	Chronic Absenteeism Rate	All: 50.5% HISP: 49% EL: 51.4% SED: 51.9% SWD: 41.7% Data Year: 2022-23 Data Source: Dashboard Fall 2026			All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	
2.4	Middle School Drop Out Rate	Baseline set in 2025-26 Data Year 2023-24 Data Source CALPADS 8.1c			0% Data Year 2026-27 Data Source CALPADS 8.1c	

2.5	Suspension Rate	<p>All: 0% HISP: 0% EL: 0% SED: 0%</p> <p>Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate</p>			<p>All: <1% HISP: <1% EL: <1% SED: <1%</p> <p>Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate</p>	
2.6	Expulsion Rate	<p>0% for all students and significant student subgroups</p> <p>Data Year: 2022-23 Data Source: DataQuest Expulsion Rate</p>			<p>0% for all students and significant student subgroups</p> <p>Data Year: 2025-26 Data Source: DataQuest Expulsion Rate</p>	
2.7	Broad Course of Study	<p>100% of students enrolled in Enrichment Courses</p> <p>Data Year: 2023-24 Data Source: Local Data</p>			<p>100% of students enrolled in Enrichment Courses</p> <p>Data Year: 2026-27 Data Source: Local Data</p>	

2.8	Student Surveys on the sense of safety and school connectedness	72% of Students feel safe on campus (grade 4). 64% of Students feel a sense of belonging in the school community (grade 4). Data Year: 2023-24 Data Source: Local Data			80% of Students feel safe on campus. 80% of Students feel a sense of belonging in the school community. Data Year: 2026-27 Data Source: Local Data	
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Goal Analysis for 2024-25

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

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

To be completed in 2025

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

To be completed in 2025

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

To be completed in 2025

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

To be completed in 2025

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	\$5,000	Yes
2.2	Student Health	Ensure that universal precautions recommended by the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) to ensure the health of students. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.	\$1,500	No
2.3	School Supplies	Provide school supplies including borrowed Chromebooks and hotspots returned at the end of the year, calculators, rulers, colored pencils, binders, pens, pencils, etc. so that the students have the materials needed to support their learning. Backpacks, uniforms, and school supplies will be provided to students based on need. School supplies provided to students will ensure that students have access to supplies which will promote equity and inclusivity in the classroom.	\$29,000	Yes
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented. Creating a playground space by painting an inviting play space at school fosters physical activity, social interaction, creativity, and social emotional well-being. Playgrounds provide opportunities for exercise, skill development, and imaginative play, which are essential for healthy development and overall academic success.	\$457,495	No

2.5	Positive School Climate and Culture	Support schoolwide Positive Behavior Intervention and Supports to ensure a positive school climate and culture. Provide a data management system (Panorama) to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. Incentivize positive behavior through weekly drawings, incentives, and rewards for school competitions. Host assemblies about bullying, social emotional well-being, and other activities that encourage student engagement through bilingualism. Prioritize student activities, clubs, and events to create a sense of belonging for students. Ensure the work environment is collaborative and working with each other toward a common goal and there is time for teachers and associate teachers to collaborate for improved student achievement. Work directly with students and families to increase attendance and reduce suspensions and utilize alternative to suspensions through the practice of restorative justice practices which may include peer mediation, conflict resolution, restitution, peer tutoring, and incentives for positive behavior.	\$5,000	Yes
2.6	Attendance Support	<p>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.</p> <p>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.</p>	\$5,000	No

2.7	Enrichment Activities (and Advisory Curriculum)	Focus on the social emotional curriculum, strong relationship building, school connectedness, attendance, and engagement to improve behavior, attendance and academic achievement. Ensure consistent, structured programming and opportunities for student choice. Provide enrichment activities and supplies for students to expand arts education, service learning, and physical education (Playworks, dance, ToolBox). Specific focus on developing the middle school Advisory/Student Council called Grupo Estudiantil for Voices Middle School to ensure development of self-management skills, self-regulation, critical thinking to create strong teacher-student relationships outside of core content areas will begin in 2025-26.	\$28,000	No
2.8	Middle School Culture	Beginning in 2025-26, develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	\$3,000	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops.	\$100,000	Yes

2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental health and social emotional well-being to better support students who have experienced trauma.	\$108,606	Yes
2.11	Peace Learning Circles (Previously Tribes Learning Communities)	Peace Learning Circles is a process that fosters the development of collaborative and academic skills by creating a caring environment and delivering curriculum content in an active and student centered manner. It combines the tenets of social emotional learning, family learning, restorative practices, and equity learning. The outcome is an on-going goal-oriented process based on sound principles and practices that maximize academic, social and emotional development and learning for students.	\$3,000	No

Goal 3

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard Fall 2023			Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard Fall 2026	
3.2	English Learner Advisory Committee	0 per year Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	
3.3	Family Member Survey	92% of family members feel their children are safe at school. 89% of family members feel connected to the school (sense of belonging). 100% of family members feel welcome at the school. Data Year: 2023-24 Data Source: Local Data			95% of family members feel their children are safe at school. 95% of family members feel connected to the school (sense of belonging). 100% of family members feel welcome at the school. Data Year: 2026-27 Data Source: Local Data	

3.4	Teacher and Staff Survey	<p>82% of Staff feel the relationships between staff and students are respectful.</p> <p>27% of Staff feel there is a positive working environment.</p> <p>N/A of Teachers feel the relationships between staff and students are respectful.</p> <p>N/A of Teachers feel there is a positive working environment.</p> <p>N/A of Teachers feel the school has been supportive of professional growth.</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data</p>			<p>85% of Staff feel the relationships between staff and students are respectful.</p> <p>50% of Staff feel there is a positive working environment.</p> <p>50% of Teachers feel the relationships between staff and students are respectful.</p> <p>50% of Teachers feel there is a positive working environment.</p> <p>50% of Teachers feel the school has been supportive of professional growth.</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data</p>	
3.5	Parent Education Workshops	<p>4 per year</p> <p>Data Year: 2023-24</p> <p>Data Source: Local Data</p>			<p>≥4 per year</p> <p>Data Year: 2026-27</p> <p>Data Source: Local Data</p>	

3.6	Project/Portfolio Presentations	N/A Data Year: 2023-24 Data Source: Local Data			≥4 per year Data Year: 2026-27 Data Source: Local Data	
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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.

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

To be completed in 2025

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To be completed in 2025

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

To be completed in 2025

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Engagement and Advisory	Host schoolwide events and assemblies to showcase student success to include Orientation, Back to School Night, Open House, Literacy Night, Math Night, and other recruitment and engagement events to get families and community members involved with the school. Host Parent-Teacher Conferences to learn about student progress in the classroom. Host cultural events to build stronger relationships between school-home and demonstrate support/respect for diversity within the community. Administer a School Climate Survey annually. Encourage parents to take on additional leadership responsibilities in advisory groups to develop shared leadership and parent governance. Ensure compliant and functioning Parent Advisory Committee and English Learner Advisory Committee ("ELAC") and provide relevant materials and basic hospitality (water, snacks) for these meetings.	\$5,000	No
3.2	Parent Academy	Provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Promote literacy through the Latino Family Literacy Project to empower families to teach and support literacy at home.	\$5,000	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	\$11,900	No
3.4	Comer Juntos	Host monthly gatherings for grade levels after school where families, students, teachers, and staff can share a meal together to break down barriers and celebrate together.	\$2,500	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$515,632	\$59,376

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
34%	0%	\$0	34%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5, 1.7, 1.9, 1.10, 1.11	<p>2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups.</p> <p>The 2023 Dashboard indicates the English Language Arts performance was Overall “Very Low” – 74.8 points below standard, declined 14.4 points. The following subgroups were “Very Low” – English Learners – 91.1 points below standard, declined 15.2 points, Hispanic/Latinx – 75.2 points below standard, declined 15.5 points; and Socioeconomically Disadvantaged- 76.2 points below standard, declined 9.3 points.</p> <p>The 2023 Dashboard indicates the Math performance was Overall “Low” – 93.6 points below standard, declined 10.8 points. The following subgroups were “Very Low”: English Learners – 102 points below standard, declined 10.6 points, and Socioeconomically Disadvantaged- 104.8 points below standard, declined 17.3 points. The following subgroup was “Low”: Hispanic/Latinx – 93.2 points below standard, declined 11.8 points.</p> <p>The 2023 CAST scores for Science in grades 5 and 8 are lower than the State.</p>	<p>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.</p>	<p>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</p>

<p>2.1, 2.3, 2.5, 2.9, 2.10</p>	<p>2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but in order to ensure students' social emotional health and school connectedness remains high, Voices will continue to prioritize these areas.</p> <p>The 2023 Dashboard indicates the Chronic Absenteeism Rate was Overall "Medium" – 42.1% chronically absent, declined 6.5%. The following subgroup was "Very High" -Students with Disabilities, 56.7% chronically absent, increased 11%. The following subgroup was "High" - Socioeconomically Disadvantaged, 48.5% chronically absent, declined 2%. The following subgroups were "Medium" - English Learners – 40% chronically absent, declined 6.6%, and Hispanic/Latinx –41.5% chronically absent, declined 6.5%.</p> <p>The 2023 Dashboard indicates the following - Suspension Rate was Overall "Very Low" – 0.6% of students were suspended at least one day, declined 1.6%. Students who are suspended multiple times are only counted once. The following subgroups were "Very Low"- Hispanic/Latinx – 0.6% were suspended at least one day, declined 1.6% and Socioeconomically Disadvantaged – 0.9% of students were suspended at least one day, declined 1%. The following subgroup was "Low" English Learners – 1.1% suspended at least one day, declined 1.3%. The following subgroup was "High" Students with Disabilities – 3.1% were suspended at least one day, increased 0.3%.</p>	<p>Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.</p>	<p>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</p>
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3.2	<p>2023 CA Dashboard indicated that Voices students are underperforming in ELA, Math, and Science overall and by significant subgroups. 2023 CA Dashboard indicated that Voices is improving in chronic absenteeism and suspension rates, but students' social emotional health and school connectedness is dependent on regular school attendance and understanding. Parents must play an active role in the education of the students and in partnership with the school.</p>	<p>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.</p>	<p>3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education</p>
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Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Increase English Learner Progress Indicator (“ELPI”) for all English Learners. The 2023 Dashboard indicates that 46.4% of English Learners made progress toward English Language proficiency or a performance color of “Low” which is a decline of 8.9%. Additionally, many students who have been attending school in the United States for five years have not been Reclassified as Fluent English Proficient.	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners to increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

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

Not Applicable

Additional Concentration Grant Funding

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

Not Applicable

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

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 1,840,414.00	\$ 1,566,081.85

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	No	\$ -	\$ -
1	2	ELPAC Administration	Yes	\$ 2,000	\$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	Yes	\$ 8,110	\$ 15,475
2	2	Standards Aligned Core Curriculum	No	\$ 3,900	\$ 3,691
2	3	Staff Coaching Support	Yes	\$ 140,709	\$ 142,440
2	4	Associate teachers (Title I & LCFF S&C)	Yes	\$ 202,433	\$ 186,675
2	5	Technology and programs for adaptive intervention programs	Yes	\$ 69,961	\$ 38,575
2	6	Formative Assessment Programs	No	\$ -	\$ -
2	7	LAS Links administration	No	\$ 2,000	\$ 2,145
2	8	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	\$ 98,938	\$ 97,885
3	1	Dean of Culture	Yes	\$ 204,817	\$ 94,454
3	2	Enrichment Activities and Advisory Curriculum	Yes	\$ 42,000	\$ 42,685
3	3	Student Success and Positive Behavior Support	Yes	\$ 13,000	\$ 13,000
3	3	Facility Maintenance	No	\$ 428,273	\$ 471,223
3	4	Admin Support Staff	No	\$ 152,224	\$ 87,157
4	1	Induction Program	No	\$ 7,000	\$ 3,500
4	2	Credential Monitoring	No	\$ 14,910	\$ 17,519
4	3	Highly Qualified teachers	No	\$ 421,499	\$ 322,095
4	4	Summer Professional Development	No	\$ 3,640	\$ 563

4	5	School Leader Training	No	\$ 25,000	\$ 25,000
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2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 373,535	\$ 537,730	\$ 497,475	\$ 40,255	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	ELPAC Administration	Yes	\$ 2,000	\$ 2,000.00	0.00%	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	\$ 8,110	\$ 15,475.00	0.00%	0.00%
2	3	Staff Coaching Support	Yes	\$ 140,709	\$ 142,440.00	0.00%	0.00%
2	4	Associate teachers (Title I & LCFF S&C)	Yes	\$ 161,946	\$ 146,188.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	\$ 65,641	\$ 38,575.00	0.00%	0.00%
2	8	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	\$ 98,938	\$ 97,885.00	0.00%	0.00%
3	1	Dean of Culture	Yes	\$ 53,386	\$ 47,227.00	0.00%	0.00%
3	2	Enrichment Activities and Advisory Curriculum	Yes	\$ 2,000	\$ 2,685.00	0.00%	0.00%
3	3	Student Success and Positive Behavior Support	Yes	\$ 5,000	\$ 5,000.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,118,166	\$ 373,535	0.00%	33.41%	\$ 497,475	0.00%	44.49%	\$0.00 - No Carryover	0.00% - No Carryover

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$1,523,802	\$515,632	33.839%	0.000%	33.839%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,050,288	\$666,982	\$-	\$98,035	\$2,815,305.00	\$1,713,365	\$1,101,940

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Appropriately Staff School	All	No	Schoolwide	N/A	Voices	2024-25	\$642,213	\$-	\$642,213	\$-	\$-	\$-	\$642,213	0.000%
1	2	Implementation of Core Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$49,640	\$49,640	\$-	\$-	\$-	\$49,640	0.000%
1	3	Support for English Learners	EL	Yes	Limited	English Learners	Voices	2024-25	\$-	\$21,444	\$12,640	\$-	\$-	\$8,804	\$21,444	0.000%
1	4	Support for Students with Disabilities	SWD	No	Limited	N/A	Voices	2024-25	\$168,999	\$66,000	\$76,044	\$134,724	\$-	\$24,231	\$234,999	0.000%
1	5	Professional Development	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$-	\$65,640	\$37,307	\$20,000	\$-	\$8,333	\$65,640	0.000%
1	6	Technology Infrastructure and Support	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$43,800	\$43,800	\$-	\$-	\$-	\$43,800	0.000%
1	7	Intervention and Supplemental Materials	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$-	\$13,500	\$13,500	\$-	\$-	\$-	\$13,500	0.000%
1	8	Instructional Coach and Principal	All	No	Schoolwide	N/A	Voices	2024-25	\$148,121	\$-	\$148,121	\$-	\$-	\$-	\$148,121	0.000%
1	9	Associate Teachers	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$247,014	\$-	\$190,347	\$-	\$-	\$56,667	\$247,014	0.000%
1	10	Student Services Manager	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$-	\$-	\$-	\$-	\$-	\$-	\$-	0.000%
1	11	After School Program and Summer School	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$34,340	\$311,176	\$40,000	\$305,516	\$-	\$-	\$345,516	0.000%
1	12	Network Support Infrastructure	All	No	Schoolwide	N/A	Voices	2024-25	\$230,417	\$-	\$230,417	\$-	\$-	\$-	\$230,417	0.000%
2	1	Field Trips	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$-	\$5,000	\$5,000	\$-	\$-	\$-	\$5,000	0.000%
2	2	Student Health	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$1,500	\$1,500	\$-	\$-	\$-	\$1,500	0.000%
2	3	School Supplies	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$-	\$29,000	\$29,000	\$-	\$-	\$-	\$29,000	0.000%
2	4	Safe, Clean Facilities	All	No	Schoolwide	N/A	Voices	2024-25	\$20,655	\$436,840	\$275,753	\$181,742	\$-	\$-	\$457,495	0.000%
2	5	Positive School Climate and Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$-	\$5,000	\$5,000	\$-	\$-	\$-	\$5,000	0.000%
2	6	Attendance Support	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$5,000	\$5,000	\$-	\$-	\$-	\$5,000	0.000%
2	7	Enrichment Activities and Advisory Curriculum	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$28,000	\$28,000	\$-	\$-	\$-	\$28,000	0.000%
2	8	Middle School Culture	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$3,000	\$3,000	\$-	\$-	\$-	\$3,000	0.000%
2	9	Dean of Culture	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$100,000	\$-	\$75,000	\$25,000	\$-	\$-	\$100,000	0.000%
2	10	School Counselor	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$108,606	\$-	\$108,606	\$-	\$-	\$-	\$108,606	0.000%
3	1	Parent and Community Engagement and Advisory	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$5,000	\$5,000	\$-	\$-	\$-	\$5,000	0.000%
3	2	Parent Academy	EL, FY, LI	Yes	Schoolwide	All	Voices	2024-25	\$-	\$5,000	\$5,000	\$-	\$-	\$-	\$5,000	0.000%
3	3	Parent Communication	All	No	Schoolwide	N/A	Voices	2024-25	\$9,000	\$2,900	\$11,900	\$-	\$-	\$-	\$11,900	0.000%
1	13	Project-Based Learning	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$1,000	\$1,000	\$-	\$-	\$-	\$1,000	0.000%
1	14	Leadership Team	All	No	Schoolwide	N/A	Voices	2024-25	\$1,000	\$-	\$1,000	\$-	\$-	\$-	\$1,000	0.000%
1	15	Collaborative Learning Community	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$1,000	\$1,000	\$-	\$-	\$-	\$1,000	0.000%
2	11	Peace Learning Circles (Previously Tribes Learning Communities)	All	No	Schoolwide	N/A	Voices	2024-25	\$3,000	\$-	\$3,000	\$-	\$-	\$-	\$3,000	0.000%
3	4	Comer Juntos	All	No	Schoolwide	N/A	Voices	2024-25	\$-	\$2,500	\$2,500	\$-	\$-	\$-	\$2,500	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,523,802	\$ 515,632	33.839%	0.000%	33.839%	\$ 521,400	0.000%	34.217%	Total:	\$ 521,400
								LEA-wide Total:	\$ -
								Limited Total:	\$ 12,640
								Schoolwide Total:	\$ 508,760

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Appropriately Staff School	No	Schoolwide		Voices	\$ -	0.000%
1	2	Implementation of Core Curriculum	No	Schoolwide		Voices	\$ -	0.000%
1	3	Support for English Learners	Yes	Limited	English Learners	Voices	\$ 12,640	0.000%
1	4	Support for Students with Disabilities	No	Limited		Voices	\$ -	0.000%
1	5	Professional Development	Yes	Schoolwide	All	Voices	\$ 37,307	0.000%
1	6	Technology Infrastructure and Support	No	Schoolwide		Voices	\$ -	0.000%
1	7	Intervention and Supplemental Materials	Yes	Schoolwide	All	Voices	\$ 13,500	0.000%
1	8	Instructional Coach and Principal	No	Schoolwide		Voices	\$ -	0.000%
1	9	Associate Teachers	Yes	Schoolwide	All	Voices	\$ 190,347	0.000%
1	10	Student Services Manager	Yes	Schoolwide	All	Voices	\$ -	0.000%
1	11	After School Program and Summer School	Yes	Schoolwide	All	Voices	\$ 40,000	0.000%
1	12	Network Support Infrastructure	No	Schoolwide		Voices	\$ -	0.000%
2	1	Field Trips	Yes	Schoolwide	All	Voices	\$ 5,000	0.000%
2	2	Student Health	No	Schoolwide		Voices	\$ -	0.000%
2	3	School Supplies	Yes	Schoolwide	All	Voices	\$ 29,000	0.000%
2	4	Safe, Clean Facilities	No	Schoolwide		Voices	\$ -	0.000%
2	5	Positive School Climate and Culture	Yes	Schoolwide	All	Voices	\$ 5,000	0.000%
2	6	Attendance Support	No	Schoolwide		Voices	\$ -	0.000%
2	7	Enrichment Activities and Advisory Curricul	No	Schoolwide		Voices	\$ -	0.000%
2	8	Middle School Culture	No	Schoolwide		Voices	\$ -	0.000%
2	9	Dean of Culture	Yes	Schoolwide	All	Voices	\$ 75,000	0.000%
2	10	School Counselor	Yes	Schoolwide	All	Voices	\$ 108,606	0.000%
3	1	Parent and Community Engagement and A	No	Schoolwide		Voices	\$ -	0.000%
3	2	Parent Academy	Yes	Schoolwide	All	Voices	\$ 5,000	0.000%
3	3	Parent Communication	No	Schoolwide		Voices	\$ -	0.000%
1	13	Project-Based Learning	No	Schoolwide		Voices	\$ -	0.000%
1	14	Leadership Team	No	Schoolwide		Voices	\$ -	0.000%
1	15	Collaborative Learning Community	No	Schoolwide		Voices	\$ -	0.000%
2	11	Peace Learning Circles (Previously Tribes	No	Schoolwide		Voices	\$ -	0.000%
3	4	Comer Juntos	No	Schoolwide		Voices	\$ -	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive Voicess budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit Voicesion or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit Voicesion or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

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