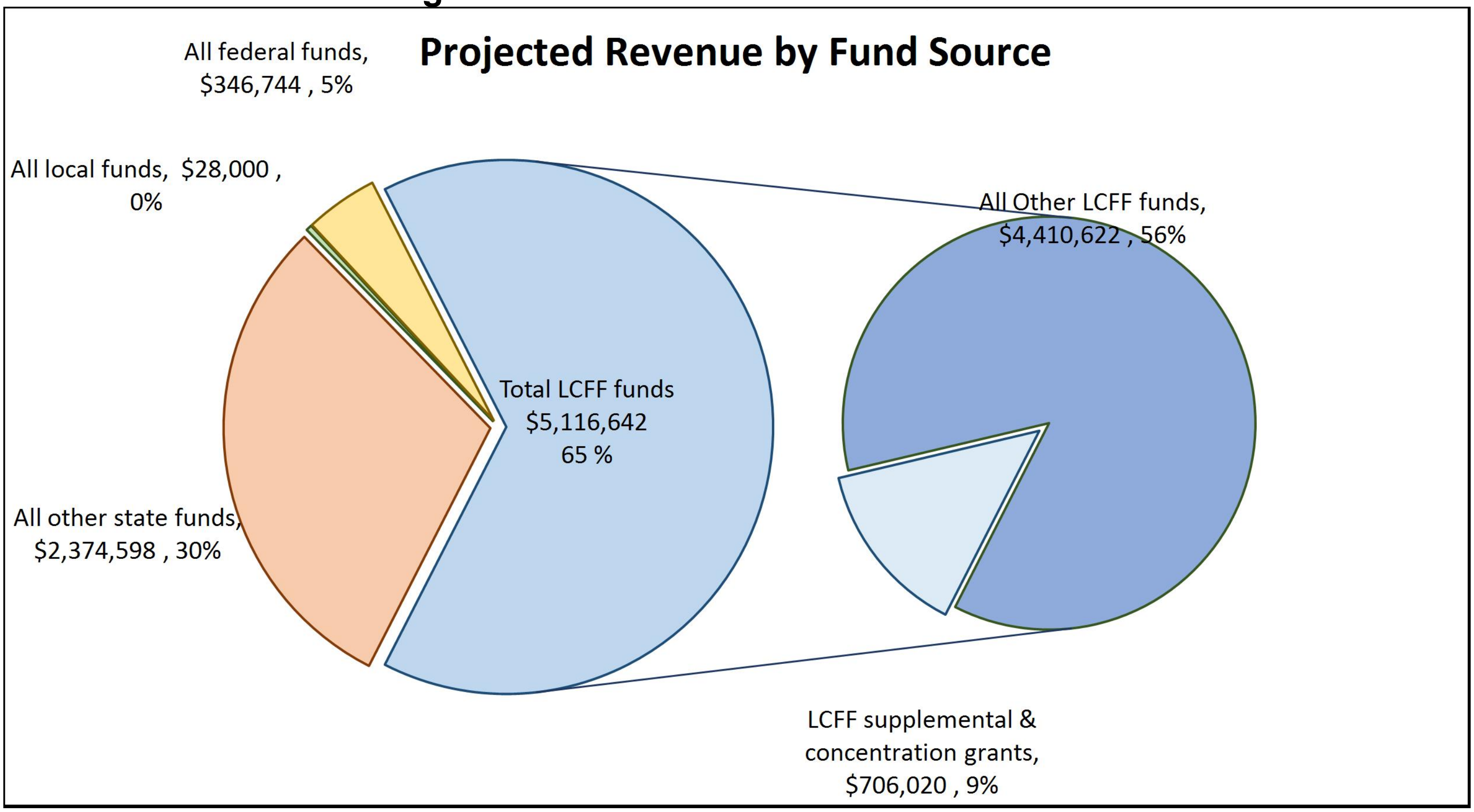
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Morgan Hill
CDS Code: 43 10439 0131748
School Year: 2026-27
LEA contact information:
Vicky Lopez
Principal

408-571-6404

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

Budget Overview for the 2026-27 School Year

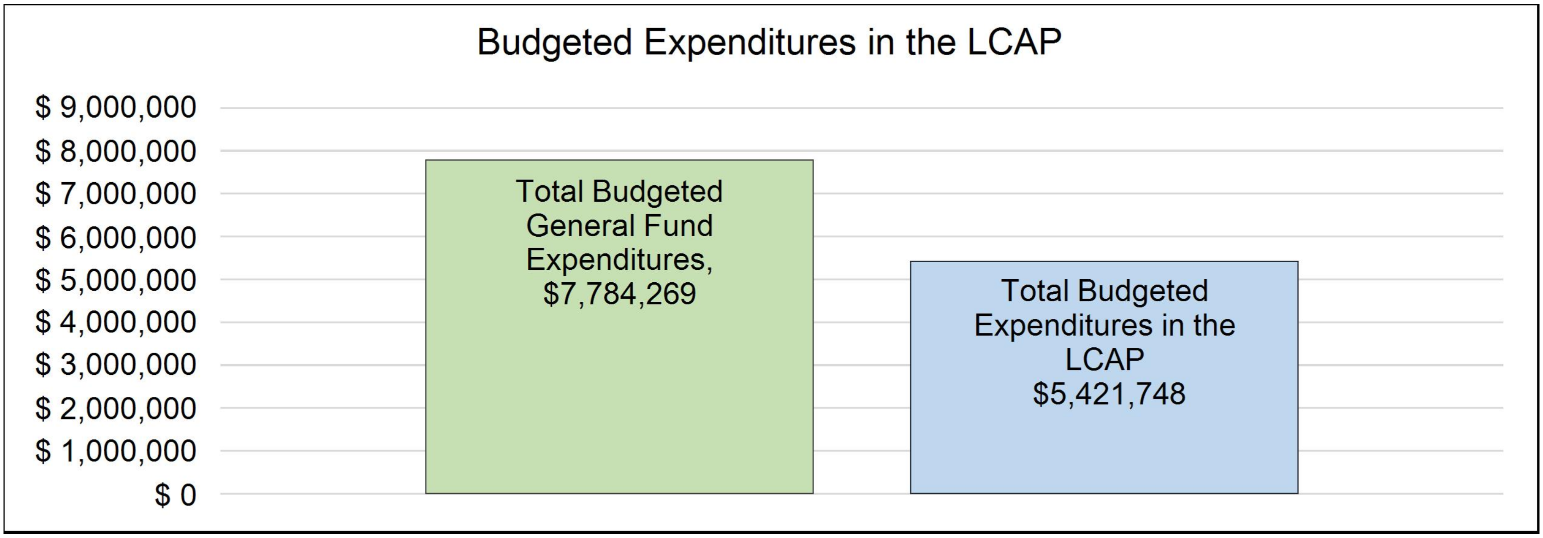


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Morgan Hill expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Morgan Hill is $7,865,984, of which $5,116,642 is Local Control Funding Formula (LCFF), $2,374,598 is other state funds, $28,000 is local funds, and $346,744 is federal funds. Of the $5,116,642 in LCFF Funds, $706,020 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at Morgan Hill plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Morgan Hill plans to spend $7,784,269 for the 2026-27 school year. Of that amount, $5,421,747.71 is tied to actions/services in the LCAP and $2,362,521.29 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

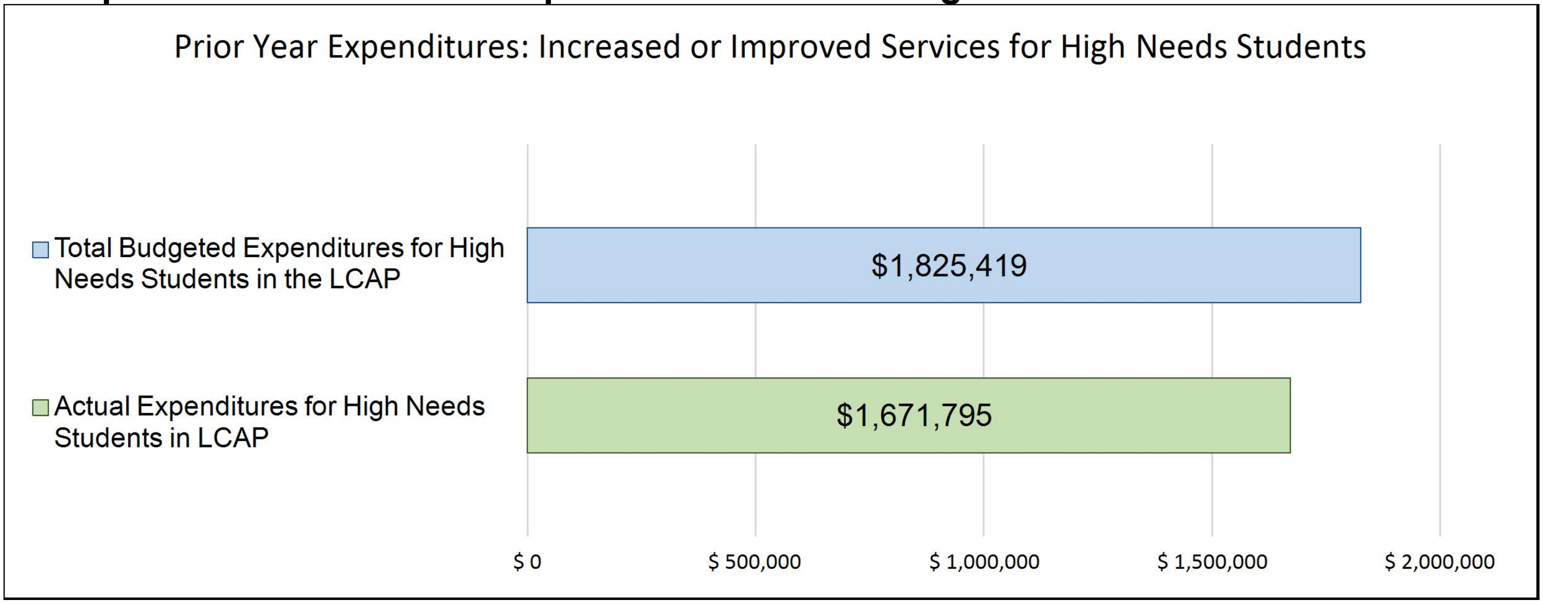
School nutrition, dues and memberships, equipment leases, district oversight fees, legal fees, debt services, business services, accounting fees, and some operational costs

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Voices College-Bound Language Academy at Morgan Hill is projecting it will receive $706,020 based on the enrollment of Foster Youth, English learner, and low-income students. Voices College-Bound Language Academy at Morgan Hill must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Morgan Hill plans to spend $1,348,719.45 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Voices College-Bound Language Academy at Morgan Hill's LCAP budgeted $1,825,419.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Morgan Hill actually spent $1,671,795.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $153,624 had the following impact on Voices College-Bound Language Academy at Morgan Hill’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs student in 25-26 was a 8% difference from total budgeted expenditures. The 8% difference resulted from staffing vacancies, lower enrollment, and unspent funds in planned interventions. However, this did not have an impact on services planned for our high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Morgan Hill	Vicky Lopez Principal	vlopez@voicescharterschool.com 408-571-6404

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Voices College-Bound Language Academy at Morgan Hill ("Voices") is an independent TK-8 public charter school in Morgan Hill founded in 2015 authorized by Santa Clara County Office of Education. Voices provides a rigorous college-prep TK-8 program that teaches students English and Spanish and builds on core elements of their identity. The goal of the school is to prepare and inspire students to create positive change in their communities. The school will build a diverse, inclusive, and intellectually stimulating learning environment and emphasize the cognitive and social-emotional skills to inspire intellectually and emotionally intelligent problem-solvers. There are some metrics which do not apply to Voices because it is a TK-8 Charter School: A-G requirements, CTE Completion, AP Passage Rate, EAP ELA and Math, HS Dropout Rate, and HS Graduation Rate.

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

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

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

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

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

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

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

The California School Dashboard (“Dashboard”) in 2025 reports that in 2024-25, Voices served 338 students with diverse needs and backgrounds: 71.6% socioeconomically disadvantaged (“SED”) or low income (“LI”) students; 55.6% of students were English Learners (“ELs”); 10.4% of students with disabilities (“SWD”); 0% Foster Youth (“FY”); and, .9% Homeless Youth. As of the 2024-25 school year, enrollment by race and ethnicity at Voices was Hispanic/Latinx (95.6%), White (.6%), Black/African American (0.3%), and Asian (2.7%). It should be noted that the supplemental and concentration grant funds that come from the Local Control Funding Formula (“LCFF”) are for ELs, SED/LI, and FY, the Charter School addresses specific actions and services for ELs, SED/LI students, and FY to provide equal access to a high-quality program.

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

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

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

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

Reflections: Annual Performance

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

We are incredibly proud of the progress our students, staff, and families have made this year at Voices Morgan Hill. The 2025 California School Dashboard reflects meaningful growth across multiple indicators and highlights the strength of our instructional program and school culture. Most notably, after being identified for Additional Targeted Support and Improvement (ATSI) for the past three years, our school has successfully exited ATSI status—an accomplishment that speaks to the focused efforts, strategic supports, and unwavering commitment of our entire community. This milestone reflects not only improved outcomes for our student groups but also our continued dedication to ensuring every student is supported, challenged, and set up for success.

Outstanding English Learner Progress: Our English Learners made exceptional gains, with 57.5% of students making progress toward proficiency, increasing 11.6 percentage points and earning a Blue performance level. Our Long-Term English Learners also achieved a Blue performance level at 73.8% making progress, increasing 20.5 percentage points, reflecting the strength of our language development program and targeted supports for multilingual learners.
Strong and Accelerating Growth in Mathematics: Mathematics performance showed significant improvement, with All Students increasing 22.0 points to 49.6 points below standard, earning a Yellow performance level. Student group growth was especially notable, including English Learners (63.2 points below standard, increased 24.0 points, Yellow), Hispanic students (52.4 points below standard, increased 19.3 points, Yellow), and Socioeconomically Disadvantaged students (58.5 points below standard, increased 16.3 points, Yellow). This widespread growth reflects strong instructional alignment and effective intervention systems.
Positive Momentum in English Language Arts: In English Language Arts, All Students improved by 8.8 points to 46.7 points below standard, maintaining a Yellow performance level. Several student groups also demonstrated meaningful growth, including English Learners (65.4 points below standard, increased 4.7 points, Yellow), Hispanic students (48.9 points below standard, increased 7.9 points, Yellow), and

Long-Term English Learners (68.3 points below standard, increased 24.6 points, Yellow). These gains signal steady progress toward closing achievement gaps.
Improving School Climate and Suspension Rates: The Suspension Rate declined by 1.1 percentage points to 3.3%, earning a Yellow performance level for All Students. Several student groups also saw improvements, including Hispanic students (3.4%, declined 1.1%, Yellow) and Socioeconomically Disadvantaged students (4.3%, declined 0.6%, Yellow). These improvements reflect a continued focus on creating a safe and supportive school environment.

While we celebrate these important accomplishments, we also recognize the opportunity to build on this momentum and continue strengthening outcomes for all students. The Dashboard data provides clear direction for where we will focus our efforts moving forward.

Chronic Absenteeism Remains an Area of Focus: Chronic Absenteeism remains elevated, with All Students at 25.8% (Orange), declining 1.1 points. Several student groups continue to experience higher rates, including Long-Term English Learners (40.0%, increased 3.9 points, Red) and Socioeconomically Disadvantaged students (27.8%, maintained, Red). Additional groups include Hispanic students (25.7%, declined 1.1 points, Orange), Students with Disabilities (37.0%, declined 3.7 points, Orange), and English Learners (26.4%, declined 3 points, Yellow). While we are encouraged by some declines, these results highlight the need to further strengthen attendance systems and family engagement.
Opportunity to Accelerate English Language Arts for Key Student Groups: Although overall ELA performance improved, some student groups remain below expectations, including Socioeconomically Disadvantaged students (57.6 points below standard, maintained 1.5 points, Orange). While other groups are making progress, continued focus on targeted literacy supports will be critical to accelerating achievement across all learners.
Targeted Support Needed for Specific Mathematics Student Groups: While overall math growth was strong, Long-Term English Learners remain at 105.0 points below standard (Orange), despite increasing 10.2 points. This highlights an opportunity to deepen targeted interventions to ensure all student groups benefit equitably from the strong schoolwide gains.
Student Group Suspension Rate: Although overall suspension rates declined, some groups continue to experience higher rates, including English Learners (4.2%, maintained 0.1%, Orange), Long-Term English Learners (11.1%, declined 2.4%, Orange), and Students with Disabilities (8.7%, declined 0.7%, Orange). These results highlight the importance of continuing to strengthen proactive behavior supports and equitable discipline practices.

Learning Recovery and Emergency Block Grant: Voices has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Action 2.
We will utilize Learning Recovery Emergency Block Grant (LREBG) funds to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
Our needs assessment identified academic achievement as high-priority areas for improvement, particularly for our significant student groups. Data from our school climate surveys and ELA and Math from the CA School Dashboard show disproportionate impacts on these groups, reinforcing the urgency to invest in materials to accelerate academic proficiency. The metrics used to monitor this action will include:

- ELA and Math DFS (by subgroup)
- ELPI
- CAST

This action aligns with the allowable LREBG use under EC Section 32526(c)(2)(B)(ii)

Reflections: Technical Assistance

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

Not applicable. Voices was not identified for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Voices is not eligible for Comprehensive Support and Improvement ("CSI").

Support for Identified Schools

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

Voices is not eligible for Comprehensive Support and Improvement ("CSI").

Monitoring and Evaluating Effectiveness

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

Voices is not eligible for Comprehensive Support and Improvement ("CSI").

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators and other school personnel	Engaged in collecting feedback on the goals and actions with teachers, administrators, and other school personnel during staff meetings called LCAP Engagement. The data, goals, and actions were discussed. Additionally, staff surveys were used to inform the LCAP.
Parents/Guardians	Parent/guardian surveys were used to inform the LCAP.
Students	Engaged in collecting feedback on the goals and actions with middle school students as part of their student council.
Local Bargaining Units (Certificated and Classified)	Voices does not have local bargaining units.
Parent Advisory Committee	LCAP was presented to the Parent Advisory Committee in accordance with Education Code Section 52062(a)(1).
English Learner Advisory Committee	LCAP was presented to the ELAC in accordance with Education Code Section 52062(a)(1).
Student Advisory Committee	LCAP was presented to the Student Advisory Committee in accordance with Education Code Section 52062(a)(1). The Student Council which acts as the Student Advisory Committee reserves the first meeting of the month to provide input on LCAP and other pertinent school policies or actions.
SELPA	Voices consulted with its SELPA to determine that specific actions for individuals with exceptional needs are included in the LCAP in accordance with Education Code Section 52062(a)(5).
Public Comment	6/4/26-6/24/26: Public comment period or notification to members of the public of the opportunity to

Educational Partner(s)	Process for Engagement
	submit comments regarding specific actions and expenditures proposed to be included in the LCAP in accordance with Education Code section 52062(a)(3).
Public Hearing	6/4/26 that Voices held at least one public hearing in accordance with Education Code section 52062(b)(1).
Adoption by the Board of Directors	6/24/26 that the Voices Board of Directors adopted the LCAP in a public meeting in accordance with Education Code section 52062(b)(2).
Budget Adoption and Local Indicator Report to Board of Directors	The Progress on Local Indicators was presented and reviewed by the Board. The Budget Overview for Parents, Annual Update, Voices Budget, and LCAP were adopted by the Board on 6/24/26 in accordance with Education Code section 52062(b)(2).

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

Educational partner feedback gathered through surveys, meetings, advisory committees, family engagement opportunities, staff collaboration structures, and the broader network-wide strategic planning process indicated overall support for the LCAP goals, metrics, and actions. Families, staff, students, and community partners consistently identified increasing English Language Arts and Mathematics performance, strengthening English Learner progress, and reducing chronic absenteeism as continued priorities. Feedback also emphasized the importance of maintaining strong school culture systems, consistent instructional practices, coordinated student supports, and meaningful family engagement opportunities.

As a result of this engagement process and reflection on student outcome data, Voices made several strategic revisions to actions across Goals 1, 2, and 3 to better align network-wide systems, resources, and supports with identified student and community needs.

Under Goal 1, Actions 1.1 (Appropriately Staff School), 1.2 (Implementation of Core Curriculum), 1.3 (Support for English Learners), 1.4 (Support for Students with Disabilities), 1.7 (Intervention and Supplemental Materials), and 1.9 (Network Support Infrastructure) were all revised to strengthen implementation consistency, instructional coherence, multilingual learner supports, Special Education systems, intervention coordination, and data-driven instructional practices across schools. In response to educational partner feedback and English Learner Progress Indicator (ELPI) outcomes, the network strengthened supports related to integrated and designated ELD instruction, progress monitoring systems, and professional development for educators serving multilingual learners. Additionally, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a revised Professional Learning and Coaching Systems action to create greater alignment across teacher development, instructional coaching, collaborative planning, and leadership support systems. Action 1.10 (Student Service Manager) was removed and integrated into Action 1.4 to strengthen coordination of Special Education and student support systems.

Under Goal 2, Action 2.3 (School Supplies) was revised to strengthen equitable access to instructional materials, classroom resources, technology tools, and supplemental instructional platforms aligned to the dual-language instructional model. Action 2.6 (Attendance Supports) was also revised in response to chronic absenteeism trends across several student groups and now includes expanded family outreach, community partnerships, standardized attendance procedures, and stronger student re-engagement systems. Additionally, former Action 2.5 (Positive School Climate and Culture) and Action 2.7 (Enrichment Activities) were consolidated into a revised Positive School Culture and Enrichment Activities action to better align enrichment programming, restorative practices, social-emotional learning, character development, and school culture systems.

Under Goal 3, previous Action 3.1 (Parent and Community Engagement and Advisory) and Action 3.2 (Parent Academy) were consolidated into a revised Parent and Community Partnership action. This updated action creates a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration while expanding opportunities for family feedback, advisory participation, strategic planning involvement, and shared decision-making. The revised action also includes expanded collaboration with community organizations, faith-based groups, and local leaders, along with increased use of online communication and social media outreach strategies to strengthen family engagement and community awareness across Voices schools.

Collectively, these revisions reflect the Voices network’s continued commitment to using educational partner feedback, student outcome data, and strategic planning processes to refine systems, strengthen implementation, and improve academic, engagement, and social-emotional outcomes for all students.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to student achievement data, English Learner outcomes, and educational partner feedback that identified the need to improve academic performance for all students while accelerating achievement for significant student groups, particularly English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Voices remains committed to ensuring students achieve at high levels in English Language Arts, Spanish Language Arts, Mathematics, and Science through its dual-immersion instructional model and a strong focus on standards-based instruction.

The actions within this goal work together to provide students with access to highly qualified staff, high-quality curriculum, targeted support for English Learners and Students with Disabilities, meaningful professional development, technology resources, intervention programs, instructional coaching, supplemental staffing, extended learning opportunities, and coordinated student support services. Together, these actions strengthen Tier 1 instruction while providing targeted academic interventions and enrichment opportunities to meet diverse student needs. Metrics related to academic achievement, English Learner progress, assessment results, reclassification, and implementation of standards-aligned instruction will be used to monitor progress and ensure students are prepared for success in college, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	15.3 FTE 13.0% Clear 0.0% Out-of-Field 6.5% Intern	10 FTE 0.0% Clear 0.0% Out-of-Field 10.0% Intern	10.3 FTE 12.2% Clear 0.0% Out-of-Field 9.8% Intern	10.0% Clear 0.0% Out-of-Field 10% Intern 80% Ineffective	Clear: -0.8% Out-of-Field: 0.0% Intern: +3.3% Ineffective: -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		80.4% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2021-22 Data Source: DataQuest	90.0% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2022-23 Data Source: DataQuest	78% Ineffective 0.0% Incomplete 0.0% Unknown Data Year: 2023-24 Data Source: DataQuest	0.0% Incomplete 0.0% Unknown Data Year: 2024-25 Data Source: DataQuest	Incomplete: 0.0% Unknown: 0.0% FTE: -5.0 FTE
1.2	Access to standards aligned instructional materials	100% of students with access to standards aligned instructional materials Data Year: 2023-24 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2024-25 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2025-26 Data Source: Local Indicators	100% of students with access to standards aligned instructional materials Data Year: 2026-27 Data Source: Local Indicators	No difference
1.3	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Initial Implementation Data Year: 2022-23 Data Source: Dashboard 2023	Full Implementation Data Year: 2023-24 Data Source: Dashboard 2023	Full Implementation Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation & Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased
1.4	SBAC ELA	2022-23 ELA Distance from Standard Medium Overall: -40.7 HISP: -41.8 SED: -39.8 EL: -53.4 SWD: Too Few Percent Meets and Exceeds: Overall: 31.53% HISP: 31.49%	2023-24 ELA Distance from Standard Low Overall: -55.5 HISP: -56.8 SED: -56.1 EL: -70.1 LTEL: -92.9 SWD: -115.2 Percent Meets and Exceeds:	2024-25 ELA Distance from Standard Overall: -46.7 (Yellow) HISP: -48.9 (Yellow) SED: -57.6 (Orange) EL: -65.4 (Yellow)	2025-26 ELA Distance from Standard Overall: -14.8 HISP: -15.2 SED: -16.2 EL: -31.1 SWD: TBD Percent Meets or Exceeds: Overall: 32.81%	ELA Distance from Standard (DFS) Difference Overall: -6.0 points Hispanic: -7.1 points SED: -17.8 points EL: -12.0 points LTEL: N/A — no baseline listed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 32.33% EL: 20.56% SWD: 23.53% Data Year: Spring 2023 Data Source: CAASPP	Overall: 29.17% HISP: 28.57% SED: 29.49% EL: 12.50% LTEL: 4.55% SWD: 15.79% Data Year: Spring 2024 Data Source: CAASPP	LTEL: -68.3 (Yellow) SWD: -109.3 Percent Meets and Exceeds: Overall: 33.74% HISP: 32.9% SED: 29.51% EL: 17.22% LTEL: 3.45% SWD: 9.68% Data Year: Spring 2025 Data Source: CAASPP	HISP: 33.02% SED: 32.09% EL: 22.45% SWD: 30.00% Data Year: Spring 2026 Data Source: CAASPP	SWD: N/A — baseline listed as “Too Few” ELA Proficiency (Percent Meets and Exceeds) Difference Overall: +2.21% Hispanic: +1.41% SED: -2.82% EL: -3.34% LTEL: N/A — no baseline listed SWD: -13.85%
1.5	SBAC Math	2022-23 Math Distance from Standard Medium Overall: -48.2 HISP: -48.9 SED: -52.4 EL: -68.1 SWD: Too Few Percent Meets or Exceeds: Overall: 28.80% HISP: 28.73% SED: 28.03% EL: 11.11% SWD: 11.76% Data Year: Spring 2023 Data Source: CAASPP	2023-24 Math Distance from Standard Low Overall: -71.5 HISP: -71.6 SED: -74.8 EL: -87.2 LTEL: -115.1 SWD: -158.6 Percent Meets or Exceeds: Overall: 19.79% HISP: 19.58% SED: 18.71% EL: 7.14% LTEL: 4.55% SWD: 0.00%	2024-25 Math Distance from Standard Overall: -49.6 (Yellow) HISP: -52.4 (Yellow) SED: -58.5 (Yellow) EL: -63.2 (Yellow) LTEL: -105 (Orange) SWD: -122.1 Percent Meets or Exceeds: Overall: 30.74%	2025-26 Math Distance from Standard Overall: -22.9 HISP: -21.5 SED: -27.5 EL: -31.4 SWD: TBD Percent Meets or Exceeds: Overall: 28.56% HISP: 28.63% SED: 25.92% EL: 25.31% SWD: 46.58% Data Year: Spring 2026 Data Source: CAASPP	Math Distance from Standard (DFS) Difference Overall: -1.4 points Hispanic: -3.5 points SED: -6.1 points EL: +4.9 points LTEL: N/A — no baseline listed SWD: N/A — baseline listed as “Too Few” Math Proficiency (Percent Meets or Exceeds) Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: Spring 2024 Data Source: CAASPP	HISP: 30.34% SED: 26.23% EL: 19.74% LTEL: 3.45% SWD: 3.23% Data Year: Spring 2025 Data Source: CAASPP		Overall: +1.94% Hispanic: +1.61% SED: -1.80% EL: +8.63% LTEL: N/A — no baseline listed SWD: -8.53%
1.6	CAST Science	Overall: 7.55% HISP: 7.69% SED: 6.98% EL: 2.78% SWD: Too Few Data Year: Spring 2023 Data Source: CAASPP	Overall: 19.79% HISP: 19.58% SED: 18.71% EL: 7.14% LTEL: 4.55% SWD: 0.00% Data Year: Spring 2024 Data Source: CAASPP	Overall: 12.82% HISP: 13.16% SED: 11.11% EL: 0% LTEL: * SWD: * Data Year: Spring 2025 Data Source: CAASPP	Overall: 19.44% HISP: 19.54% SED: 3.23% EL: 15% SWD: TBD Data Year: Spring 2026 Data Source: CAASPP	Overall: +5.27% Hispanic: +5.47% SED: +4.13% EL: -2.78% LTEL: N/A — no baseline listed SWD: N/A — insufficient data
1.7	ELA Local Assessment – MAP	50% of students met growth target 15% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 49.7% Proficient MAP in Fall 2024 30% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data	Voices discontinued the contract with MAP at the end of the 2024-25 school year. IXL Spring Benchmark is currently scheduled for May 12-22.	-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	SLA Local Assessment – STAR Reading in Spanish	Not Administered Data Year: 2023-24 Data Source: Local Assessment Data	35% Proficient STAR SLA Data Year: 2024-25 Data Source: Local Assessment Data	27.6% Proficient STAR SLA Data Year: 2025-26 Data Source: Local Assessment Data	SGP 50 - Growth 50% of students Proficient STAR SLA Data Year: 2026-27 Data Source: Local Assessment Data	-7.4%
1.9	Math Local Assessment –MAP	66% of students met growth target 19% Proficient MAP Data Year: 2023-24 Data Source: Local Assessment Data	No Data on Growth 56% Proficient MAP in Fall 2024 26% Proficient IXL in March 2025 Data Year: 2024-25 Data Source: Local Assessment Data	Voices discontinued the contract with MAP at the end of the 2024-25 school year. IXL Spring Benchmark is currently scheduled for May 12-22.	-0.2 Conditional Growth Index (CGI) 50% of students Proficient 50% of students met growth target Data Year: 2026-27 Data Source: Local Assessment Data	NA
1.10	EL students making progress toward English Proficiency	ELPI is “Low” for 2023 ELPI is 48.1% Data Year: 2022-23 Data Source: Dashboard 2023	ELPI is “Low” for 2024 ELPI is 45.9% Data Year: 2023-24 Data Source: Dashboard 2024 (State – 45.7%)	ELPI is Blue ELPI is 57.5% Data Year: 2024-25 Data Source: Dashboard 2025 (State – 46.4%)	ELPI is High for 2026 ELPI is 55% Data Year: 2025-26 Data Source: DataQuest ELPAC Summative	+9.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	EL Reclassification Rate	Data release delayed by the CDE Data Year: 2022-23 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2023-24 Data Source: Dataquest	Data release delayed by the CDE Data Year: 2024-25 Data Source: Dataquest	EL Reclassification rate is 40% Data Year: 2025-26 Data Source: Dataquest	Unable to Determine

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 1 actions at Voices Morgan Hill reflects steady progress toward strengthening instructional systems aligned to the dual-immersion model, with several actions fully implemented and others continuing to develop toward full implementation.

Key actions that were fully implemented (Actions 1.8, 1.11, and 1.12) provided a strong foundation for instructional coherence and student support. The Instructional Coach and Principal coaching model (Action 1.8) was consistently implemented, supporting teachers through data-driven coaching, feedback, and professional learning focused on effective instructional practices. The After School and Summer School programs (Action 1.11) were fully operational, expanding opportunities for both academic intervention and enrichment. Additionally, the Network Support Infrastructure (Action 1.12) ensured alignment across systems, clear communication, and access to resources that supported schoolwide implementation.

Several actions were partially implemented (Actions 1.1–1.5), reflecting continued progress alongside typical implementation challenges such as appropriately staffing needs, building systems, and deepening instructional consistency. Efforts to ensure appropriate staffing (Action 1.1) were ongoing, with a focus on maintaining stability and supporting staff development. Implementation of the core curriculum (Action 1.2) and professional development (Action 1.5) showed progress, with increased alignment and opportunities for teacher learning, though continued focus is needed to ensure consistent fidelity across classrooms. Supports for English Learners (Action 1.3) and Students with Disabilities (Action 1.4) were in place and improving, with ongoing efforts to strengthen instructional strategies, collaboration, and progress monitoring systems.

Actions 1.7 (Intervention and Supplemental Materials), 1.9 (Associate Teachers), and 1.10 (Student Services Manager) remain areas for continued focus to reach full implementation. While these systems are in place, there is an opportunity to further refine how intervention supports are structured and delivered, strengthen the impact of classroom-based support staff, and enhance coordination of services for students with the greatest needs. Continued development in these areas will support more consistent and targeted support for all student groups.

In summary, implementation of Goal 1 actions at Voices Morgan Hill has established a solid foundation for improving student achievement, with clear progress toward full implementation. Ongoing refinement of partially implemented actions will further strengthen instructional systems and support continued growth for all students within the dual-immersion program.

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

Several actions had material differences between budgeted and estimated actuals. The actions that saw an increase from budgeted to estimated actuals were: Implementation of Core Curriculum due to purchase of new science curriculum, Support for English Learners due to allocating a larger portion of our core teachers in support of our multi-language learners.
Actions that saw a decrease in spending were professional development due to receiving a grant to work with external partners to provide professional development, afterschool programming due to a decrease in student enrollment into the programs, Associate Teachers due to lower enrollment and unable to hire the original planned amount of Associate Teachers.

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

The actions implemented under Goal 1 have demonstrated positive progress toward improving student achievement in English Language Arts, Mathematics, Science, and English Learner progress within Voices Morgan Hill's dual-immersion model. The 2025 California School Dashboard reflects improvement across multiple academic indicators and student groups, particularly in Mathematics and English Learner Progress, while continued focus remains necessary to accelerate achievement for students performing below standard.

In Mathematics, the school demonstrated significant academic growth, with All Students improving 22 points in Distance from Standard and earning a Yellow performance level. English Learners improved by 24 points, Hispanic students improved by 19.3 points, Socioeconomically Disadvantaged students improved by 16.3 points, and Students with Disabilities improved by 36.5 points. Mathematics Growth was identified as Accelerated, with 79.1% of students improving their scores from the prior year. These outcomes reflect the positive impact of Actions 1.2, 1.5, 1.7, 1.8, and 1.9, including strong curriculum implementation, targeted intervention supports, instructional coaching, associate teacher support, and professional development focused on mathematical mindset, scaffolding, and differentiated instruction.

English Learner Progress Indicator (ELPI) results demonstrated one of the strongest areas of growth for the school. Voices Morgan Hill earned a Blue performance level (57.5%), with English Learners increasing 11.6 percentage points in progress toward English language proficiency. Long-Term English Learners also demonstrated strong growth, increasing 20.5 percentage points and earning a Blue performance level. Additionally, the percentage of English Learners progressing at least one ELPI level increased to 48.1%, while the percentage of students maintaining ELPI Level 4 increased to 9.4%. These results reflect the effectiveness of Actions 1.3 and 1.5 through implementation of integrated and designated ELD instruction, use of EL Achieve curriculum, SIOP strategies, and targeted professional development focused on multilingual learner supports within the dual-immersion setting.
In English Language Arts, the school showed encouraging improvement overall, with All Students improving 8.8 points and earning a Yellow performance level. English Learners improved 4.7 points to 65.4 points below standard, Hispanic students improved 7.9 points to 48.9 points below standard, and Long-Term English Learners demonstrated especially strong growth, improving 24.6 points. Socioeconomically Disadvantaged students maintained performance at 57.6 points below standard and remained in the Orange performance level, indicating a continued need for targeted academic supports and intervention. English Language Arts Growth was identified as Average, with 77.9% of

students improving their scores from the prior year. These results reflect the continued implementation of Actions 1.2, 1.5, 1.7, 1.8, and 1.9 through literacy intervention, instructional coaching, curriculum fidelity, associate teacher support, and professional development focused on academic vocabulary, constructed response writing, scaffolding, and differentiated instruction.

Science performance remained a relative strength for the school, with All Students performing 45.7 points above standard and maintaining a Yellow performance level. English Learners increased 6.1 points above standard, Hispanic students maintained strong performance at 46.1 points above standard, and Socioeconomically Disadvantaged students continued performing above standard as well. These results reflect the impact of Actions 1.2, 1.5, and 1.7 through inquiry-based instruction, project-based learning, use of supplemental instructional materials such as Mystery Science, and continued emphasis on rigorous grade-level instruction and academic vocabulary development.

Additionally, the school successfully maintained 100% access to standards-aligned instructional materials and demonstrated full implementation of academic standards for all students, including English Learners' access to both CCSS and ELD standards. These outcomes reflect the effectiveness of Actions 1.1, 1.2, and 1.5 through strategic staffing, implementation of high-quality core curriculum, ongoing professional development, and instructional coaching to support rigorous, standards-based instruction across all classrooms. The school's continued focus on integrated and designated ELD instruction within the dual-immersion model helped ensure multilingual learners had meaningful access to grade-level content and language development opportunities.
Overall, Goal 1 actions have been effective in strengthening student achievement, particularly in Mathematics growth, English Learner Progress, and Science performance. The data demonstrates that investments in instructional coaching, targeted intervention, professional development, multilingual learner supports, and curriculum implementation are contributing to positive student outcomes. Moving forward, the school will continue refining instructional practices and intervention systems to further accelerate achievement for all students and significant student groups.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several significant revisions have been made to Goal 1 actions for the 2026–27 school year in order to strengthen instructional systems, improve implementation consistency, and accelerate student outcomes across Voices schools.

Several existing actions were revised to better align with network-wide priorities and coordinated support systems. Action 1.1, Appropriately Staff School, was updated to strengthen systems across the employee lifecycle, including recruitment, onboarding, credential monitoring, and staff retention. New strategies include individualized credentialing plans for teachers, expanded onboarding systems, and cross-departmental staffing structures designed to improve stability and instructional continuity across school sites.
Action 1.2, Implementation of Core Curriculum, was significantly expanded to emphasize consistent implementation of Tier 1 instruction, aligned lesson planning protocols, instructional pacing, and data-driven instructional systems across all schools. Updates include additional focus on writing development, language standards across content areas, TK Learning Foundations alignment, common assessment practices, Spanish language assessments, and instructional feedback systems designed to strengthen instructional coherence network-wide.

Action 1.3, Support for English Learners, was revised in response to reflection on English Learner Progress Indicator (ELPI) outcomes across several school sites. The revised action includes a stronger focus on designated and integrated ELD implementation, operationalizing the Voices dual-language instructional model, and deepening educator understanding of effective multilingual learner supports. Additional emphasis has been placed on EL Achieve implementation, SIOP strategies, progress monitoring, reclassification systems, and professional development aligned to the California English Learner Roadmap and dual-identified student supports.
Action 1.4, Support for Students with Disabilities, was expanded to strengthen Special Education systems, onboarding, collaboration structures, intervention supports, and coordinated student services across school sites. The revised action includes development of stronger systems for SST processes, intervention tracking, dyslexia screening, tutoring models, counseling supports, and collaboration between general education teachers, Education Specialists, instructional aides, and student support teams. Additionally, supports previously included under Action 1.10 (Student Service Manager) have been consolidated into Action 1.4 to create a more integrated and coordinated approach to student support services.
The network also revised intervention and instructional support systems through updates to Action 1.7, Intervention and Supplemental Materials. The updated action places increased emphasis on strengthening Tier 1 instruction within the MTSS framework while also improving coordination of Tier II and Tier III interventions. As part of this refinement, Panorama will serve as a centralized platform for intervention planning, student progress monitoring, SST documentation, and data-informed decision-making across school sites.
In addition, Network Support Infrastructure was moved to Action 1.9, and includes language to support more consistent operational and instructional systems across the organization. This action focuses on standardizing network infrastructure, software governance, device management systems, workflow optimization, and implementation of aligned data systems and AI-supported tools designed to reduce administrative burden and strengthen organizational effectiveness.
To create greater coherence across instructional support systems, former Actions 1.5 (Professional Development), 1.8 (Instructional Coach and Principal), and 1.9 (Associate Teachers) were consolidated into a single revised action titled Professional Learning and Coaching Systems. This new action reflects a more integrated approach to professional learning, instructional coaching, collaborative planning, and leadership development. The revised action includes refinement of coaching cycles, strengthened PLC structures, aligned teacher and Associate Teacher development, minimum-day collaboration systems, role-alike leadership cohorts, and coordinated professional learning focused on dual-language implementation, instructional rigor, lesson planning, and data-driven instruction. These changes are intended to improve implementation consistency across classrooms and increase equitable access to high-quality instruction for all students.
Finally, Action 1.10 (Student Service Manager) was removed for the 2026–27 school year as the role has been sunsetted. Related student support responsibilities and systems were integrated into Action 1.4 in order to strengthen alignment and coordination across Special Education and student support structures network-wide.

Collectively, these revisions reflect Voices’ continued commitment to refining instructional systems, strengthening multilingual learner supports, improving coordinated intervention structures, and aligning school-site implementation with the organization’s updated strategic priorities in order to improve student outcomes across all schools.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Appropriately Staff School	Develop and implement comprehensive, cross-departmental systems for the entire employee lifecycle, from recruitment (including sign on bonuses for credentialed teachers), staff feedback and satisfaction loops, and competitive benefits to standardized 180-day onboarding and vacancy workflows. Individualized Credentialing Plans: Each teacher meets 1:1 with a credentialing specialist to review credentialing status, identify specific needs, and establish a personalized plan with clear milestones and deadlines.	$1,586,924.76	No
1.2	Implementation of Core Curriculum	Train and coach teachers on the Tier 1 lesson protocols, backwards planning and adjusting pacing calendars to ensure high-quality lesson planning and delivery. As a network, we will create aligned systems that ensure assessments, grading, and instructional feedback reinforce lesson planning and data protocols and develop data analysis protocols aligned to our assessment framework model, ensuring all school leaders are trained on their use in instruction. School leaders will implement these protocols on their school sites through teacher development avenues such as coaching, professional learning communities, and formal professional development opportunities. Focus areas to include: Social Studies / History curriculum development Writing development and SAS Language standards for content areas TK standards and observational checklists Assessment framework Common assessment retake guidance Progress reports & gradebooks Lesson observations aligned to lesson planning Spanish language assessments	$76,246.00	No
1.3	Support for English Learners	Conduct a deep dive into the designated and integrated ELD with our educators, recentering and operationalizing our Dual Language model in	$280,045.55	Yes

Action #	Title	Description	Total Funds	Contributing
		collaboration with our Voices Director of Dual Language Instructional Leadership and external partners. Provide each English Learner with integrated ELD in core content areas. Provide an appropriately credentialed teacher to provide designated ELD daily to each English Learner in leveled groups using ELD curriculum (EL Achieve) and monitoring the progress using the Sheltered Instruction Observation Protocol (SIOP). Provide supplemental curricula to support the progress of English language acquisition and mastery leading to redesignation. Provide meaningful, ongoing professional development to support instructional strategies for English Learners. Teachers will develop a sound understanding of how to implement supports for English learners in the classroom, the English Learner Master Plan including reclassification criteria, the CA Roadmap for English Learners, impactful strategies for integrated ELD, and supporting the academic needs of dual identified students.		
1.4	Support for Students with Disabilities	Strengthen systems, onboarding processes, collaboration structures, and professional development opportunities to support high-quality Special Education services and coordinated student supports across school sites. The network will develop and implement comprehensive onboarding and development plans for Program Specialists, Education Specialists, and Special Education Instructional Aides (SPED IAs) to ensure staff have clear guidance, role clarity, and ongoing support aligned to student needs and compliance requirements. The network will continue strengthening collaboration structures between Education Specialists, General Education teachers, SPED Instructional Aides, counselors, and student support teams to improve alignment of instructional supports, accommodations, interventions, and student progress monitoring practices. Implementation priorities will also include development and refinement of tutoring models, dyslexia screening and intervention systems, intervention tracking tools, Student Success Team (SST) protocols aligned to promotion and retention practices, and counselor playbooks and student	$727,493.70	No

Action #	Title	Description	Total Funds	Contributing
		support processes designed to strengthen coordinated academic, behavioral, and social-emotional supports for students. This action ensures that SPED protocols and systems will be developed and co-owned across departments/sites' staff, building collective efficacy, increasing clarity of expectations, improving compliance fidelity, and strengthening student outcomes, service to the families, and staff professionalism network-wide.		
1.5	Professional Learning and Coaching Systems	Develop and implement consistent professional learning structures that build teacher and staff capacity to effectively implement the instructional model, strengthen instructional coherence, and improve student outcomes across all grade levels. The network will continue refining professional learning systems through coaching cycles, professional learning communities (PLCs), collaborative planning structures, and aligned professional development opportunities focused on high-quality instruction, dual language implementation, lesson planning, instructional non-negotiables, and data-driven instructional practices. The organization has developed a revised staffing structure aligned to student enrollment levels in order to strengthen operational and instructional leadership capacity across school sites. As enrollment increases, school leadership structures will include stacked leadership roles such as Principal, Business Manager, Vice Principal, Dean of Culture, and Family & Community Engagement Coordinator. The network will continue investing in the development of these leaders through role-alike cohort structures designed to strengthen leadership capacity, collaboration, and implementation consistency across schools. Principals and Vice Principals will continue serving as the primary instructional leaders on school sites and will lead instructional coaching, teacher development, data analysis, and professional learning implementation. The network has also refined Associate Teacher (AT) staffing structures to align support more intentionally within TK–3 classrooms based on student enrollment and classroom needs. Weekly minimum day schedules will provide dedicated collaboration time for teachers and Associate Teachers to engage in joint professional learning, lesson planning, instructional	$621,442.00	Yes

Action #	Title	Description	Total Funds	Contributing
		calibration, and student data analysis multiple times per month. Professional learning structures will focus on strengthening alignment between teachers and ATs through shared academic professional development, coaching cycles, instructional planning, and implementation of the dual language model and instructional non-negotiables across classrooms. Implementation priorities will include refinement of coaching cycle models, development of PLC structures during minimum days, alignment of teacher and AT academic professional development, targeted AT professional learning opportunities, and ongoing collaboration focused on lesson planning, pacing, instructional rigor, and analysis of student learning data. These systems are designed to create consistent instructional practices across classrooms while increasing staff collaboration, instructional effectiveness, and equitable student access to high-quality learning experiences.		
1.6	Technology Infrastructure and Support	Provide a robust technology infrastructure (hardware, software, internet access, etc.) to students and staff to support instructional goals. Ensure technology support is provided to teachers and staff to support instructional goals.	$92,374.00	No
1.7	Intervention and Supplemental Materials	Develop coordinated systems that identify, monitor, and support students through targeted intervention, Student Success Team (SST) processes, counseling supports, and ongoing progress monitoring practices designed to improve academic, behavioral, and social-emotional outcomes for all students. As part of the continued refinement of the dual language instructional model and standards-first approach, the school will prioritize strengthening Tier 1 instruction within the Multi-Tiered System of Supports (MTSS) framework to ensure all students have access to rigorous, standards-aligned core instruction supported by high-quality instructional practices and differentiated classroom supports. To strengthen coordination and implementation of Tier II and Tier III interventions, the school has adopted Panorama as a centralized platform	$8,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to support intervention planning, student progress monitoring, and data-informed decision-making.		
1.11	After School Program and Summer School	Provide a robust after-school program and summer school for students to increase academic skills in reading, writing, speaking, and math. The focus will be to remediate academic skills and to provide enrichment activities. Voices will provide a robust summer program open to all students by providing summer school staff, instructional materials, supplies, snacks, meals, and teacher extra duty pay. Voices will provide summer school to increase academic skills in ELA/Literacy and Math through project based learning and field trips.	$358,948.20	No
1.12	Network Support Infrastructure	Standardize network infrastructure, software governance (SaaS), and data systems across all sites. Includes implementing a unified AI platform, 1:1 device management, and optimizing workflows to reduce administrative burden.	$979,748.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to school climate, attendance, behavioral, and educational partner data that demonstrate the importance of creating a safe, inclusive, and engaging learning environment where students feel connected, supported, and valued. Voices recognizes that students are more likely to attend school regularly, engage in learning, and achieve academically when their social-emotional needs are met and they have strong relationships with peers, staff, and families.

The actions within this goal work together to promote student well-being, school connectedness, and positive engagement through character development, counseling supports, attendance interventions, enrichment opportunities, restorative practices, student leadership experiences, family engagement, and safe learning environments. Metrics related to attendance, chronic absenteeism, suspension rates, school climate, and student connectedness will be used to monitor progress toward creating a positive school culture that supports the academic, social-emotional, and behavioral success of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities in good repair	All facilities met “Good” repair Data Year: 2022-23 Data Source: SARC 2022-23 based on FIT	All facilities in “Exemplary” repair Data Year: 2023-24 Data Source: SARC 2023-24 FIT September 2024	All facilities in “Exemplary” repair Data Year: 2024-25 Data Source: SARC 2024-25 FIT September	All facilities met “Good” repair Data Year: 2025-26 Data Source: SARC 2025-26 based on FIT	INcreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025		
2.2	Attendance Rate	92.12% Data Year: 2023-24 Data Source: P-2 Report	92.54%. Data Year: 2024-25 Data Source: P-2 Report	92.69%Data Year: 2025-26 Data Source: P-2 Report	96% Data Year: 2026-27 Data Source: P-2 Report	+.57%
2.3	Chronic Absenteeism Rate	Medium All: 37.7% HISP: 37.4% EL: 40.1% SED: 33% SWD: 64.5% Data Year: 2022-23 Data Source: Dashboard 2023	Medium All: 26.9% HISP:26.8% EL: 29.4% LTEL: 36.1% SED: 27.8% SWD: 23.9% Data Year: 2023-24 Data Source: Dashboard 2024	All: 25.8% (Orange) HISP: 25.7% (Orange) EL: 26.4% (Yellow) LTEL: 40% (Red) SED: 27.8% (Red) SWD: 37% (Orange) Data Year: 2024-25 Data Source: Dashboard 2025	All: 20% HISP: 20% EL: 20% SED: 20% SWD: 20% Data Year: 2025-26 Data Source: Dashboard Fall 2026	All Students: -11.9% Hispanic: -11.7% EL: -13.7% LTEL: N/A — no baseline listed SED: -5.2% SWD: -27.5%
2.4	Middle School Drop Out Rate	0% Data Year 2023-24 Data Source CALPADS 8.1c	0% Data Year 2024-25 Data Source CALPADS 8.1c	0.00% Data Year 2025-26 Data Source CALPADS 8.1c	0% Data Year 2026-27 Data Source CALPADS 8.1c	No difference
2.5	Suspension Rate	Low All: 0.7% HISP: 0.7% EL: 0.5% SED: 1% SWD: 0% Data Year: 2022-23 Data Source: Dashboard Fall 2023 Suspension Rate	Very High All: 4.4% HISP: 4.6% EL: 4.1% LTEL: 13.5% SED:4.8% SWD: 9.4% Data Year: 2023-24 Data Source: Dashboard 2024	All: 3.3% (Yellow) HISP: 3.4% (Yellow) EL: 4.2% (Orange) LTEL: 11.1% (Orange) SED: 4.3% (Yellow) SWD: 8.7% (Orange)	All: 1% HISP: 1% EL: 1% SED: 1% SWD: 1% Data Year: 2025-26 Data Source: Dashboard Fall 2026 Suspension Rate	All Students: +2.6% Hispanic: +2.7% EL: +3.7% LTEL: N/A — no baseline listed SED: +3.3% SWD: +8.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: 2024-25 Data Source: Dashboard 2025		
2.6	Expulsion Rate	0% for all students and significant student subgroups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2023-24 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2024-25 Data Source: DataQuest Expulsion Rate	0% for all students and significant student subgroups Data Year: 2025-26 Data Source: DataQuest Expulsion Rate	No difference
2.7	Broad Course of Study	100% of students enrolled in Enrichment Courses Data Year: 2023-24 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2024-25 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2025-26 Data Source: Local Data	100% of students enrolled in Enrichment Courses Data Year: 2026-27 Data Source: Local Data	No difference
2.8	Student Surveys on the sense of safety and school connectedness	Not Provided Data Year: 2023-24 Data Source: Local Data	Supportive Relationships 89% Grades 3-5 85% Grades 6-8 Positive Feelings about School 55% Grades 3-5 47% Grades 6-8 Student/Teacher Relationships 67% Grades 3-5 69% Grades 6-8	Supportive Relationships 83% Grades 3-5 84% Grades 6-8 Positive Feelings about School 55% Grades 3-5 49% Grades 6-8 Student/Teacher Relationships 65% Grades 3-5 55% Grades 6-8 Sense of Belonging 53% Grades 3-5	80% Data Year: 2026-27 Data Source: Local Data	Grades 3–5 Differences Supportive Relationships: -6% Positive Feelings about School: 0% Student/Teacher Relationships: -2% Sense of Belonging: -7% School Safety: N/A — no 2025-26 data provided

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Sense of Belonging 60% Grades 3-5 38% Grades 6-8 School Safety 50% Grades 3-5 60% Grades 6-8 Data Year: 2024-25 Data Source: Local Data-Panorama	47% Grades 6-8 School Safety --% Grades 3-5 --% Grades 6-8 School Climate --% Grades 3-5 --% Grades 6-8 Engagement 40% Grades 3-5 29% Grades 6-8 Data Year: 2025-26 Data Source: Local Data-Panorama		School Climate: N/A — no baseline provided Engagement: N/A — no baseline provided Grades 6–8 Differences Supportive Relationships: -1% Positive Feelings about School: +2% Student/Teacher Relationships: -14% Sense of Belonging: +9% School Safety: N/A — no 2025-26 data provided School Climate: N/A — no baseline provided Engagement: N/A — no baseline provided

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 2 actions at Voices Morgan Hill reflects steady progress in building systems that support student engagement, social-emotional well-being, and a positive, inclusive school culture, with several actions fully implemented and others continuing to develop toward full implementation.

Key actions that were fully implemented provided a strong foundation for student engagement and connectedness. The consistent provision of school supplies (Action 2.3) ensured equitable access to learning materials and supported full participation in the classroom. The implementation of enrichment activities and advisory programming (Action 2.7) strengthened relationship-building, student voice, and social-emotional development, while the development of middle school culture (Action 2.8) contributed to a greater sense of belonging and school identity for students.

Several actions were partially implemented, reflecting continued progress alongside the ongoing development of systems. Efforts to provide field trips (Action 2.1) and support student health (Action 2.2) were in place, contributing to engagement and well-being, though continued expansion and consistency will strengthen impact. Implementation of safe and clean facilities (Action 2.4) and positive school climate systems (Action 2.5) showed progress, with increasing alignment around PBIS and restorative practices. Attendance systems and tiered re-engagement strategies (Action 2.6) were established, with ongoing opportunities to strengthen consistency and responsiveness to student needs. The role of the School Counselor (Action 2.10) was in place and developing, with continued focus on expanding supports for students' social-emotional and mental health needs.

In summary, implementation of Goal 2 actions at Voices Morgan Hill has established a solid foundation for student engagement and social-emotional support, with clear progress toward full implementation. Continued refinement of partially implemented actions will further strengthen the school's ability to foster strong relationships, increase student connectedness, and support positive outcomes for all students.

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

We had several actions that resulted in a material difference between budgeted and estimated actuals. The actions include a decrease in spending for positive school culture due to partnering more with the community and receiving free resources.
The actions that received more than estimated include attendance support due to include a portion of our business manager given the work they support with improving attendance.

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

The actions implemented under Goal 2 have been mostly effective in fostering a safe, inclusive, and engaging school environment that supports students' social-emotional well-being and strengthens school connectedness.. The school demonstrated small but encouraging improvements in both suspension rates and chronic absenteeism, while continuing to strengthen systems focused on social-emotional well-being, restorative practices, attendance supports, and student engagement opportunities. Overall, the data suggest that the school's investments in relationship-centered systems, enrichment opportunities, counseling supports, and positive behavior interventions are contributing to improved student engagement outcomes, while also identifying chronic absenteeism as an ongoing area of focus for continued improvement.

Chronic absenteeism data showed a modest improvement overall, with the All Student rate declining 1.1 percentage points to 25.8%, maintaining an Orange performance level. English Learners demonstrated stronger improvement, declining 3 percentage points and earning a Yellow performance level, while Students with Disabilities declined 3.7 percentage points and remained Orange. At the same time, Long-Term English Learners increased 3.9 percentage points to 40% chronically absent and received a Red performance level, and Socioeconomically Disadvantaged students also received a Red performance level at 27.8% chronically absent. These outcomes indicate that while the school's attendance interventions and engagement supports are having a positive impact for many student groups, additional targeted efforts are needed to improve consistent student attendance for students experiencing the highest levels of chronic absenteeism. These results reflect the implementation of Actions 2.5, 2.6, 2.7, 2.9, and 2.10 through tiered attendance interventions, restorative practices, counseling supports, Panorama intervention tracking, student incentives, enrichment programming, family outreach, and student engagement activities designed to strengthen students' sense of belonging and connection to school.

Suspension data also demonstrated improvement, with the All Student suspension rate declining 1.1 percentage points to 3.3% and earning a Yellow performance level. Hispanic students declined 1.1 percentage points and remained Yellow, Socioeconomically Disadvantaged students declined 0.6 percentage points and remained Yellow, and Long-Term English Learners declined 2.4 percentage points while remaining Orange. Students with Disabilities also improved slightly, declining 0.7 percentage points. These results indicate that Positive Behavioral Intervention and Supports (PBIS), restorative justice practices, counseling services, behavior intervention systems, and student engagement activities are helping strengthen school culture and reduce exclusionary discipline outcomes. The school also maintained a 0% expulsion rate and 0% middle school dropout rate, reflecting the school's continued focus on maintaining a safe, inclusive, and supportive learning environment for students.
Additionally, Average Daily Attendance improved slightly from 92.54% in the prior year to 92.69% during the current year, demonstrating stable student attendance and continued family engagement efforts. The school recognizes that increasing daily attendance and reducing chronic absenteeism remain key priorities moving forward, particularly for Long-Term English Learners and Socioeconomically Disadvantaged students.

Actions 2.1 through 2.4 also contributed positively to student engagement and school connectedness outcomes. The school maintained all facilities in "Exemplary" repair status based on the 2024–25 FIT inspection process, reflecting the effectiveness of ongoing investments in safe, clean, and welcoming learning environments. Additionally, 100% of students were enrolled in enrichment courses during the 2025–26 school year, demonstrating the school's continued commitment to providing students with engaging, hands-on learning experiences through field trips, arts, advisory programming, physical education, and enrichment opportunities that support relationship building and student belonging. Panorama survey data further reflected strong student perceptions of supportive relationships, with 83% of students in grades 3–5 and 84% of students in grades 6–8 reporting positive experiences related to supportive relationships with adults and peers at school. These outcomes suggest that the school's emphasis on enrichment opportunities, school climate systems, and relationship-centered practices is contributing to a positive and inclusive student experience.

As a result of reflection on attendance data and educational partner feedback, the school will continue refining attendance systems and outreach efforts during the 2026–27 school year. Updated attendance actions will include working hand-in-hand with local non-profits, faith-based organizations, and community leaders connected to diverse communities to strengthen community outreach and family engagement efforts. The school will also standardize systems for student enrollment, registration, and cumulative file maintenance, including implementation of revised student no-show procedures designed to strengthen early intervention and improve student re-engagement systems. These refinements are intended to improve attendance consistency, strengthen school-family partnerships, and reduce chronic absenteeism across student groups.

Overall, Goal 2 actions have been effective in supporting positive school climate outcomes, reducing suspension rates, maintaining strong student retention outcomes, and improving attendance for several student groups. At the same time, the data highlight the continued need for focused attendance interventions and stronger re-engagement systems to address persistent chronic absenteeism among Long-Term English Learners and Socioeconomically Disadvantaged students.

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

Based on educational partner engagement, reflection on student outcome data, and alignment with the updated network-wide strategic plan, several revisions have been made to Goal 2 actions for the 2026–27 school year in order to strengthen student engagement systems, improve school connectedness, and better support students' social-emotional well-being and attendance outcomes across Voices schools.

Action 2.3, School Supplies, was revised to strengthen equitable access to instructional materials, classroom resources, and technology tools that support high-quality instruction and student engagement across all grade levels. The updated action includes modernization of classroom resources and instructional supports for TK–8 classrooms while ensuring materials and learning tools are aligned to the school's dual language instructional model. The revised action also includes expanded staff training and implementation support related to instructional platforms and supplemental learning tools in order to strengthen differentiated learning opportunities, instructional efficiency, and student access to standards-aligned instruction.

Action 2.6, Attendance Supports, was updated in response to continued reflection on chronic absenteeism data across several student groups. The revised action places increased emphasis on proactive family engagement, community outreach, and coordinated attendance intervention systems. New strategies include working collaboratively with local non-profits, faith-based organizations, and community leaders connected to diverse communities in order to strengthen family outreach and student engagement efforts. The action also includes standardizing systems for student enrollment, registration, cumulative file maintenance, and student no-show procedures to improve consistency, early intervention, and student re-engagement processes across schools.

To create greater coherence across student engagement and school culture systems, former Action 2.5, Positive School Climate and Culture, and Action 2.7, Enrichment Activities, were consolidated into a single revised action titled Positive School Culture and Enrichment Activities. This updated action reflects a more integrated approach to student enrichment, social-emotional learning, restorative practices, character development, and school culture. The revised action expands opportunities for enrichment, tutoring, afterschool programming, and summer learning while continuing to deepen implementation of the school's culture and character development framework.

Building on the character development work implemented over the past three years, the school will continue refining a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. The updated action also strengthens partnerships with afterschool providers to expand high-quality enrichment opportunities and redesign summer programming to provide more meaningful academic, enrichment, and character-building experiences for students.

Additionally, the revised action includes expanded professional development, coaching, and collaborative learning opportunities for staff focused on implementation of the character framework, restorative responses to student behavior, character-based discipline practices, and strategies to directly support student character development across all learning environments. Professional learning will also include stronger systems for behavior documentation and data collection to improve MTSS supports, intervention planning, and coordinated student support systems.

Collectively, these revisions reflect Voices' continued commitment to strengthening school culture, improving attendance systems, deepening student engagement opportunities, and creating safe, inclusive, and relationship-centered learning environments that support the academic and social-emotional success of all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Field Trips	Provide field trips for students that will exemplify the standards-based curriculum through a hands-on, experiential experience. This will improve school connectedness, attendance, and engagement.	$42,500.00	Yes
2.2	Student Health	Ensure that universal precautions recommended by members of the School-site Leadership Team (i.e. Principal, Dean of Culture, Business Manager, Student Services Manager and Instructional Coach) ensure student health. Address the physical needs of all students and monitor serious health concerns through monitoring medications and treatments. Secure outside providers for vision and hearing screenings and puberty education in grade 5 and sex health education in grade 7 as required.		No
2.3	School Supplies	Provide students with equitable access to school supplies, instructional materials, classroom resources, and technology tools that support high-quality instruction, student engagement, and inclusive learning environments across all grade levels. The school will modernize classroom resources and instructional supports for TK–8 classrooms while ensuring materials, supplies, and instructional tools are aligned to and support coherence within the dual language instructional program. Teachers and staff will receive clear guidance, training, and ongoing support related to implementation of instructional platforms and supplemental learning tools, including systems such as Yeti, IXL, and AI literacy resources, to strengthen instructional efficiency, differentiated learning opportunities, and student access to standards-aligned instruction.	$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Safe, Clean Facilities	Maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly and address any cleaning associated with a virus (cold, flu, RSV, COVID, etc.). Maintain facility in good repair as measured by the FIT Report. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner. Ensure the safety plan is fully implemented.	$140,652.40	No
2.5	Positive School Culture and Enrichment Activities	Provide engaging enrichment, tutoring, afterschool, and summer learning opportunities that extend student learning beyond the core instructional day while deepening implementation of the school's culture and character development framework. Building on the character work developed over the past three years, the school will continue refining its culture and character strategy to ensure social-emotional learning, restorative practices, student leadership, and character development are embedded throughout the student experience and aligned to the school's instructional and behavioral systems. This work will include strengthening partnerships with afterschool providers to expand high-quality enrichment opportunities and redesigning summer programming to provide meaningful academic, enrichment, and character-building experiences for students. The school will continue developing a restorative, character-based approach to student culture and discipline rooted in relationship-building, accountability, shared leadership, and student growth. Staff will participate in ongoing professional development, coaching, and collaborative learning focused on implementation of the character framework, character-based discipline practices, restorative responses to student behavior, and strategies to directly support student character development across all learning environments. Professional learning will also focus on creating clear systems for behavior documentation and data collection to inform MTSS supports and intervention planning.	$123,343.80	Yes
2.6	Attendance Support	Working hand-in-hand with local non-profits, faith-based organizations, and community leaders who are connected to diverse communities to engage in strategic planning for community outreach, Standardize systems for	$43,705.20	No

Action #	Title	Description	Total Funds	Contributing
		student enrollment, registration, and mandated cumulative file maintenance. This includes the revision of policies and implementation practices, such as a student no show procedure.		
2.8	Middle School Culture	Develop policies and procedures specifically for Middle School in order to create a strong middle school culture that will strengthen the unity in the TK-8 school. Topics will include students as role models, behavioral expectations, preparing for high school, requirements to attend activities, etc. Activities will include dances, music at lunch, yearbooks, service to the school, buddies with younger students, school ambassadors, student competitions, grad nite (during the day), promotion, etc. and Responsibilities will be delineated for Grupo Estudiantil and which activities they will plan.	$10,000.00	No
2.9	Dean of Culture	Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional learning supports and oversee enrichment activities and programs at the school. The Dean of Culture will provide parent education workshops. In the absence of a Dean of Culture role, the principal will take on these responsibilities.		Yes
2.10	School Counselor	The School Counselor will address the social, emotional health and well-being of students. Provide one on one counseling, small group counseling, social skills groups, student, and family support, and overall support of the school climate and culture. They will support students impacted by trauma, social emotional challenges, and mental health issues. The school counselor will provide professional development to support teachers and staff to increase personal mental health and social emotional well-being to better support students. The school counselor will support the Positive Behavioral Intervention and Supports to ensure a positive school climate and culture by incentivizing positive behavior through Buddies, incentives, and rewards for school competitions. The school counselor will provide resources to students, parents, teachers, and staff on stress management, mindfulness, and restorative justice practices to increase personal mental	$114,526.10	Yes

Action #	Title	Description	Total Funds	Contributing
		health and social emotional well- being to better support students who have experienced trauma.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Seek parent input & promote parental participation in programs for unduplicated students and students with exceptional needs	Initial Implementation Data Year: 2022-23 Data Source: Dashboard 2023	Initial Implementation Data Year: 2023-24 Data Source: Dashboard 2024	Full Implementation Data Year: 2024-25 Data Source: Dashboard Fall 2025	Full Implementation and Sustainability Data Year: 2025-26 Data Source: Dashboard 2026	Increased
3.2	English Learner Advisory Committee	4 Meetings per Year Data Year: 2023-24 Data Source: Local Data	2 Meetings per Year Data Year: 2024-25 Data Source: Local Data	6 Meetings Data Year: 2025-26 Data Source: Local Data	4 Meetings per Year Data Year: 2026-27 Data Source: Local Data	+2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Parent Survey	69% of parents/guardians responded favorably Data Year: 2023-24 Data Source: Local Data - Panorama	School Safety – 78% School Climate – 77% Data Year: 2024-25 Data Source: Local Data - Panorama	School Safety – 64% School Climate – 66% Data Year: 2025-26 Data Source: Local Data - Panorama	School Safety – 80% School Climate – 80% Data Year: 2026-27 Data Source: Local Data - Panorama	Safety: -14% Climate: -11%
3.4	Teacher/Staff Survey	Not Provided Data Year: 2023-24 Data Source: Local Data - Panorama	School Climate 85%-Staff 85%-Teachers Respectful Relationships 92%-Staff 93%-Teachers Positive Working Environment 58%-Staff 86%-Teachers Data Year: 2024-25 Data Source: Local Data - Panorama	School Climate 52% Teachers and Staff Respectful Relationships --% Teachers and Staff Positive Working Environment --% Teachers and Staff Data Year: 2025-26 Data Source: Local Data - Panorama	School Climate 80%-Staff 80%-Teachers Respectful Relationships 80%-Staff 80%-Teachers Positive Working Environment 80%-Staff 80%-Teachers Data Year: 2026-27 Data Source: Local Data - Panorama	School Climate: Teachers -33%
3.5	Parent Education Workshops	3 Meetings per Year Data Year: 2023-24 Data Source: Local Data	1 Meeting per Year Data Year: 2024-25 Data Source: Local Data	6 Meetings Data Year: 2025-26 Data Source: Local Data	6 Meetings per Year Data Year: 2026-27 Data Source: Local Data	+3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Project/Portfolio Presentations	6 Meetings per Year Data Year: 2023-24 Data Source: Local Data	1 Meeting per Year Data Year: 2024-25 Data Source: Local Data	3 Project Presentation sessions Data Year: 2025-26 Data Source: Local Data	2 per year Data Year: 2026-27 Data Source: Local Data	-3

Goal Analysis [2025-26]

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

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

Overall, implementation of Goal 3 actions at Voices Morgan Hill reflects strong and consistent execution of systems designed to foster meaningful family and community engagement, with all actions fully implemented as planned.

Key actions were fully implemented and contributed to building a collaborative, inclusive, and connected school community. The school successfully hosted a variety of family engagement events and advisory opportunities (Action 3.1), including Back to School Night, Parent-Teacher Conferences, and community-building events that celebrated student learning and strengthened relationships between families and the school. Advisory structures such as the Parent Advisory Committee and English Learner Advisory Committee (ELAC) were maintained and supported, ensuring opportunities for parent voice, shared leadership, and participation in decision-making processes.

The Parent Academy (Action 3.2) was fully implemented, providing families with access to meaningful learning opportunities that support student success, including topics related to academics, attendance, and social-emotional well-being. These efforts strengthened the partnership between home and school, equipping families with tools to actively support their children’s learning and development.

Additionally, consistent and accessible communication systems (Action 3.3) were effectively implemented through platforms such as ParentSquare, newsletters, and other outreach tools. Communication was provided in multiple languages, ensuring inclusivity and transparency, and keeping families informed and engaged in school activities, expectations, and student progress.

Across all actions, the school experienced key successes in increasing family participation, strengthening communication, and building trust and collaboration with the community. These systems have supported a strong sense of partnership between families and staff, contributing to a positive and inclusive school environment.

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

For other actions with smaller budgeted expenditure amounts that didn't have actual allocations for 25- 26 was due to reallocation of expenditures toward other priority areas.

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

The actions implemented under Goal 3 at Voices Morgan Hill have been partially effective in strengthening parent engagement, school-home communication, and opportunities for families and community members to participate as active partners in the school community. Throughout the year, the school continued expanding family engagement opportunities, advisory participation, and parent education programming while maintaining systems designed to strengthen communication and collaboration between families, staff, and the school. The data reflects several positive increases in parent participation and engagement opportunities, while also highlighting areas related to school climate and staff perceptions that will require additional focus moving into the 2026–27 school year.

Action 3.1, Parent and Community Engagement and Advisory, demonstrated growth in family participation and advisory engagement opportunities during the year. The school moved from Initial Implementation to Full Implementation related to promoting parental participation for unduplicated students and students with disabilities. In addition, English Learner Advisory Committee (ELAC) meetings increased significantly from two meetings during the 2024–25 school year to six meetings during the 2025–26 school year, reflecting expanded opportunities for parent voice, engagement, and shared leadership within the school community.

Parent survey data reflected some challenges related to family perceptions of school climate and safety during the year. School Safety survey results declined from 78% favorable in 2024–25 to 64% favorable in 2025–26, while School Climate survey results declined from 77% favorable to 66% favorable. These outcomes suggest that while engagement systems and opportunities for participation expanded, additional focus is needed to strengthen family confidence, communication systems, and overall perceptions related to school climate and safety moving forward.

Action 3.2, Parent Academy, demonstrated strong growth in family learning and engagement opportunities during the year. Parent education workshops increased from one meeting during the 2024–25 school year to six workshops during the 2025–26 school year, reflecting the school's continued investment in providing families with opportunities to learn about student achievement, attendance, social-emotional well-being, and strategies to support learning at home. In addition, Project and Portfolio Presentation opportunities increased from one annual meeting to three presentation sessions, creating more opportunities for families to engage in student learning and celebrate student growth and achievement.

Action 3.3, Parent Communication, continued supporting communication between the school and families through ParentSquare, newsletters, the school website, and social media platforms in both English and Spanish. These communication systems supported ongoing outreach related to school events, attendance expectations, student supports, enrollment, and family engagement opportunities while helping strengthen communication between home and school.

Teacher and staff Panorama survey data reflected mixed outcomes related to school climate and working conditions. School Climate survey results declined from 85% favorable to 52% favorable among staff respondents and from 85% favorable to 61% favorable among teachers. Positive Working Environment survey results also declined from 58% favorable to 33% favorable among staff respondents and from 86% favorable to 55% favorable among teachers. At the same time, Respectful Relationships survey results remained relatively strong, with teacher responses at 91% favorable, indicating that positive interpersonal relationships and collaboration continue to be strengths within the school community despite broader concerns related to organizational climate and work environment. These outcomes suggest that additional attention is needed to strengthen staff support systems, communication structures, organizational coherence, and overall workplace conditions moving forward.

Overall, Goal 3 actions have been effective in increasing opportunities for parent engagement, advisory participation, and family education while maintaining consistent school-home communication systems. The school will continue refining engagement strategies, strengthening school climate systems, and improving communication and staff support structures in order to deepen authentic partnerships between families, staff, and the broader school community.

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

Based on educational partner engagement, review of implementation data, and reflection on prior practice, Voices will largely maintain the existing Goal 3 goals, metrics, and target outcomes for the 2026–27 school year while refining engagement structures to strengthen family partnership, community outreach, and shared leadership opportunities across schools.

As part of these refinements, previous Action 3.1, Parent and Community Engagement and Advisory, and Action 3.2, Parent Academy, will be consolidated into a single revised action titled Parent and Community Partnership. This updated action reflects a more integrated approach to family engagement, parent leadership, community outreach, and school-home collaboration in support of student achievement, attendance, connectedness, and overall well-being.

The revised action places increased emphasis on strengthening authentic partnerships between schools, families, and community organizations through collaboration with local non-profits, faith-based organizations, community leaders, and diverse community partners. Voices will also expand online and social media outreach strategies, including Facebook and Instagram communication campaigns, to strengthen family engagement, enrollment outreach, and community awareness.

Additionally, the revised action strengthens family leadership and governance opportunities through continued implementation of compliant English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures, along with expanded family feedback opportunities, leadership development, and participation in school planning and decision-making processes. Annual school climate surveys and ongoing family feedback opportunities will continue informing continuous improvement efforts and strengthening authentic family and community partnerships across Voices schools.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.2	Parent and Community Partnership	Provide robust parent and community engagement opportunities that strengthen partnerships between school, home, and the broader community to support student achievement, attendance, connectedness, and overall well-being. Voices will strengthen student recruitment and community outreach efforts by working collaboratively with local non-profits, faith-based organizations, community leaders, and diverse community partners to increase community awareness, build authentic relationships with families, and engage prospective families in the school community. The school will utilize online and social media outreach strategies, including regular Facebook and Instagram campaigns, to increase family communication, engagement, enrollment outreach, and community awareness. The school will ensure compliant and functioning English Learner Advisory Committee (ELAC) and Parent Advisory Committee (PAC) structures and codify guides, training materials, and engagement practices to increase family participation in school governance, local advocacy, leadership opportunities, and shared decision-making processes at each school site. Voices will prioritize authentic family engagement by creating meaningful opportunities for families to provide feedback, participate in strategic planning discussions, and contribute to schoolwide decision-making processes that impact student achievement, school culture, and community engagement efforts. Annual school climate surveys and ongoing family feedback opportunities will continue to be used to inform continuous improvement efforts and strengthen authentic family and community partnerships.	$170,000.00	Yes
3.3	Parent Communication	Provide consistent communication to students, families, teachers, and staff through the communication application, Parent Square, in English and Spanish. Utilize the website, newsletters, and social media to communicate student events, reminders, recruitment and enrollment.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$706,020	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.007%	0.000%	$0.00	16.007%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Professional Learning and Coaching Systems **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments.	Voices is committed to improving student achievement for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, the school will ensure that every classroom has a credentialed teacher who will implement standards using a standards-based curriculum. The teachers, staff, and administrators will receive intensive professional development to increase their ability to support the students. By	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	using evidence based intervention and supplemental materials, students will have the opportunity to accelerate their learning and close the achievement gap that is seen in ELA, SLA, math and science. The primary classrooms will have the support of associate teachers who will support individual and small group interventions in the classroom. With the support of a Student Support Manager, the process of progress monitoring and assigning appropriate interventions will ensure that a robust MTSS program will be implemented with fidelity. The after-school program and summer school will focus on literacy, numeracy, and extended enrichment activities. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from these extra academic supports.	
1.7	**Action:** Intervention and Supplemental Materials **Need:** Our unduplicated population is currently, and historically, performing below the school average in both ELA and Math as measured by spring CAASPP assessments. **Scope:** Schoolwide	This action is principally directed toward unduplicated pupils by strengthening the systems used to identify, monitor, and support students who are most at risk of academic, behavioral, and social-emotional challenges, including English Learners, foster youth, and socioeconomically disadvantaged students. Through targeted interventions, SST processes, counseling supports, progress monitoring, and the use of Panorama as a centralized platform, the school can more effectively provide timely and coordinated supports to address barriers to student success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and benefit from strong Tier 1 instruction, consistent intervention systems, and	1.1 Credentialed Teachers 1.3 Implementation of Standards 1.4 SBAC ELA 1.5 SBAC Math 1.6 CAST Science 1.7 ELA Local Assessment 1.8 SLA Local Assessment 1.9 Math Local Assessment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		coordinated MTSS practices that improve outcomes for all students while addressing the greatest needs of unduplicated student groups.	
2.1	**Action:** Field Trips **Need:** Local data, attendance data, and educational partner feedback indicate a need to increase student engagement, school connectedness, and attendance while providing students with meaningful opportunities to apply classroom learning in real-world contexts. Students benefit from hands-on, experiential learning opportunities that strengthen academic understanding, increase motivation, and foster a stronger connection to school. **Scope:** Schoolwide	Voices is committed to improving the attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, students will extend the learning in the classroom by attending field trips to expose them to real-world applications. Students will be provided with needed school supplies to ensure access at school and home. By creating a positive school climate and culture, students will be excited to come to school and learn in a nurturing school community. The Dean of Culture will provide needed support to students which poor attendance and behavior to overcome barriers to learning and focus on parent education. The School Counselor will ensure a deep focus on social emotional learning and character development through counseling and resources to help students overcome trauma. All these actions will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from increased attendance rate and decreased chronic absenteeism rate and suspension rate.	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate 2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness
2.5	**Action:** Positive School Culture and Enrichment Activities **Need:**	This action is principally directed toward unduplicated pupils by providing additional enrichment opportunities, social-emotional learning supports, restorative practices, character development experiences, and targeted behavioral	2.2 Attendance Rate 2.3 Chronic Absenteeism Rate 2.4 Middle School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** LEA-wide	interventions designed to increase student engagement, school connectedness, attendance, and positive behavioral outcomes. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from expanded opportunities to build strong relationships with peers and staff, develop leadership skills, and access supportive learning environments that foster belonging and academic success. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, inclusive school culture, strong character development framework, and coordinated behavioral support systems benefit all students while providing the greatest benefit to students with the greatest needs.	2.5 Suspension Rate 2.6 Expulsion Rate 2.7 Broad Course of Study 2.8 Student Surveys on school safety and connectedness
2.9	**Action:** Dean of Culture **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of	This action is principally directed toward unduplicated pupils by providing leadership and coordination of social-emotional learning supports, student engagement initiatives, family outreach, and school culture programs that help address barriers to attendance, engagement, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from additional relationship-building, behavioral supports, enrichment opportunities, and family engagement efforts that increase their sense of belonging and connection to school. The Dean of Culture supports these efforts by	2.2: Attendance 2.3: Chronic Absenteeism 2.5: Suspension Rates 2.8: Student Surveys on the sense of safety and school connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success. **Scope:** Schoolwide	overseeing school culture initiatives, staff training, enrichment programming, and parent education opportunities. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because a positive, safe, and engaging school culture benefits all students while providing the greatest benefit to those students with the greatest needs.	
2.10	**Action:** School Counselor **Need:** Local data, California School Dashboard indicators, student climate surveys, attendance data, behavioral data, and educational partner feedback indicate a need to strengthen student engagement, school connectedness, attendance, social-emotional well-being, and positive student behavior. Stakeholders have emphasized the importance of creating a strong sense of belonging, expanding enrichment opportunities, and implementing consistent restorative and character-based practices that support positive school culture. Additional support is needed to strengthen student relationships, leadership opportunities, and behavioral intervention systems while reducing barriers that may negatively impact student engagement and success.	This action is principally directed toward unduplicated pupils by providing counseling services, social-emotional supports, behavioral interventions, family resources, and trauma-informed practices that address barriers to student engagement, attendance, and academic success. English Learners, foster youth, and socioeconomically disadvantaged students are more likely to experience challenges that impact their social-emotional well-being and benefit from access to counseling, mental health resources, restorative practices, and coordinated behavioral supports. The School Counselor provides individualized and small-group counseling, family support, social skills development, staff training, and schoolwide positive behavior systems that strengthen student well-being and school connectedness. This action is provided on a schoolwide basis because unduplicated pupils comprise a significant portion of the student population and because comprehensive social-emotional and mental health supports benefit all	2.2: Attendance 2.3: Chronic Absenteeism 2.5: Suspension Rates 2.8: Student Surveys on the sense of safety and school connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	students while providing the greatest benefit to students with the greatest needs.	
3.2	**Action:** Parent and Community Partnership **Need:** Additional support is needed to increase family participation in school events, governance structures, decision-making processes, and community outreach efforts in order to strengthen student achievement, attendance, school connectedness, and overall student well-being. **Scope:** Schoolwide	Voices is committed to improving the academic achievement in ELA, SLA, Math, and Science attendance rate, reducing the chronic absenteeism rate, and the suspension rate for all students and for significant subgroups (Hispanic/Latinx students, ELs, SWD, and SED students), especially low income students, foster youth, and English Learners. To this end, Voices will provide robust parent education through Parent Academy to ensure a partnership in the students' academic success, the importance of student attendance and engagement, taking an active or leadership role in the school, literacy, supporting social emotional and mental health for the family, and access to tools to support student learning at home which will ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. This action will give priority to low income students, foster youth, and English Learners then will be provided to all students schoolwide as all students will benefit from active parent involvement through parent education and will result in increased academic achievement, increased attendance rate and decreased chronic absenteeism rate and suspension rate.	3.1 Parent Input and Participation 3.2 ELAC Meetings 3.3 Parent Satisfaction Surveys 3.4 Teacher/Staff Surveys 3.5 Parent Education

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Support for English Learners **Need:** English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	English Learners have the most opportunity for academic growth as measured by statewide assessment data on the ELPAC. A local needs assessment revealed that the identified students are in more need of high-quality, rigorous, meaningful, engaging instruction in English Language Development. Voices will provide each English Learner with integrated ELD in core content areas. Voices will provide an appropriately credentialed teacher to provide designated ELD daily for 30 minutes to each English Learner in leveled groups using ELD curriculum and monitoring the progress. Additional support will be provided for newcomers and Long Term English Learners. We expect that the ELPAC scores of English Learners will increase because the action focusing on high-quality instruction for the identified students.	1.10 ELPI 1.11 EL Reclassification Rate

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

Not Applicable

Additional Concentration Grant Funding

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

Morgan Hill will not be receiving any additional concentration grant funds.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,410,622	706,020	16.007%	0.000%	16.007%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,323,369.81	$1,086,441.90	$0.00	$11,936.00	$5,421,747.71	$4,045,961.71	$1,375,786.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Appropriately Staff School	All	No			All Schools	Ongoing	$1,586,924.76	$0.00	$1,586,924.76				$1,586,924.76	
1	1.2	Implementation of Core Curriculum	All	No			All Schools	Ongoing	$0.00	$76,246.00	$76,246.00				$76,246.00	
1	1.3	Support for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$280,045.55	$0.00	$280,045.55				$280,045.55	
1	1.4	Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$727,493.70	$0.00		$727,493.70			$727,493.70	
1	1.5	Professional Learning and Coaching Systems	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$573,322.00	$48,120.00	$609,506.00			$11,936.00	$621,442.00	
1	1.6	Technology Infrastructure and Support	All	No			All Schools	Ongoing	$0.00	$92,374.00	$92,374.00				$92,374.00	
1	1.7	Intervention and Supplemental Materials	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,798.00	$8,798.00				$8,798.00	
1	1.11	After School Program and Summer School	All	No			All Schools	Ongoing	$358,948.20	$0.00		$358,948.20			$358,948.20	
1	1.12	Network Support Infrastructure	All	No			All Schools	Ongoing	$0.00	$979,748.00	$979,748.00				$979,748.00	
2	2.1	Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$42,500.00	$42,500.00				$42,500.00	
2	2.2	Student Health	All	No			All Schools	Ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	School Supplies	All	No			All Schools	Ongoing	$0.00	$40,000.00	$40,000.00				$40,000.00	
2	2.4	Safe, Clean Facilities	All	No			All Schools	Ongoing	$85,652.40	$55,000.00	$140,652.40				$140,652.40	
2	2.5	Positive School Culture and Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$113,343.80	$10,000.00	$123,343.80				$123,343.80	
2	2.6	Attendance Support	All	No			All Schools	Ongoing	$43,705.20	$0.00	$43,705.20				$43,705.20	
2	2.8	Middle School Culture	All	No			All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.9	Dean of Culture	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing								
2	2.10	School Counselor	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$114,526.10	$0.00	$114,526.10				$114,526.10	
3	3.2	Parent and Community Partnership	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$162,000.00	$8,000.00	$170,000.00				$170,000.00	
3	3.3	Parent Communication	All	No			All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,410,622	706,020	16.007%	0.000%	16.007%	$1,348,719.45	0.000%	30.579 %	**Total:**	$1,348,719.45
								LEA-wide Total:	$123,343.80
								Limited Total:	$280,045.55
								Schoolwide Total:	$945,330.10

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$280,045.55	
1	**1.5**	Professional Learning and Coaching Systems	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$609,506.00	
1	**1.7**	Intervention and Supplemental Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,798.00	
2	**2.1**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$42,500.00	
2	**2.5**	Positive School Culture and Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,343.80	
2	**2.9**	Dean of Culture	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.10**	School Counselor	Yes	Schoolwide	English Learners Foster Youth	All Schools	$114,526.10	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.2**	Parent and Community Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$170,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,293,969.00	$5,356,238.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Appropriately Staff School	No	$1,370,393.00	$ 1,472,778
1	**1.2**	Implementation of Core Curriculum	No	$101,814.00	$ 143,214
1	**1.3**	Support for English Learners	Yes	$97,915	$ 490,926
1	**1.4**	Support for Students with Disabilities	No	$549,335	$ 726,391
1	**1.5**	Professional Development	Yes	$91,604.00	$ 8,272
1	**1.6**	Technology Infrastructure and Support	No	$98,052.00	$ 91,945
1	**1.7**	Intervention and Supplemental Materials	Yes	$49,367.00	$ 7,302
1	**1.8**	Instructional Coach and Principal	No	$290,970.00	$ 236,334
1	**1.9**	Associate Teachers	Yes	$542,079.00	$ 386,924
1	**1.10**	Student Services Manager	Yes	$121,766.00	$ 116,400
1	**1.11**	After School Program and Summer School	Yes	$651,941	$ 385,301

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Network Support Infrastructure	No	$809,796.00	$ 794,657
2	2.1	Field Trips	Yes	$28,000	$ 28,280
2	2.2	Student Health	No	$3,151	
2	2.3	School Supplies	Yes	$57,138	$ 28,000
2	2.4	Safe, Clean Facilities	No	$143,928	$ 100,858
2	2.5	Positive School Climate and Culture	Yes	$11,866	
2	2.6	Attendance Support	No	$4,040	$ 42,432
2	2.7	Enrichment Activities and Advisory Curriculum	No	$34,340	$ 67,994
2	2.8	Middle School Culture	No	$12,876	
2	2.9	Dean of Culture	Yes	$107,762	$ 109,200
2	2.10	School Counselor	Yes	$102,019	$ 111,190
3	3.1	Parent and Community Engagement and Advisory	No	$3,030.00	$ 7,840
3	3.2	Parent Academy	Yes	$5,030.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Parent Communication	No	$5,757.00	

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
653,675	$1,825,419.00	$1,671,795.00	$153,624.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Support for English Learners	Yes	$97,915	$ 490,926		
1	1.5	Professional Development	Yes	$91,604	$ 8,272		
1	1.7	Intervention and Supplemental Materials	Yes	$49,367	$ 7,302		
1	1.9	Associate Teachers	Yes	$542,079	$ 386,924		
1	1.10	Student Services Manager	Yes	$121,766.00	$ 116,400		
1	1.11	After School Program and Summer School	Yes	$651,941	$ 385,301		
2	2.1	Field Trips	Yes		$ 28,280		
2	2.3	School Supplies	Yes	$3,151	$ 28,000		
2	2.5	Positive School Climate and Culture	Yes	$143,928			
2	2.9	Dean of Culture	Yes	$12,876	$ 109,200		
2	2.10	School Counselor	Yes	$107,762	$ 111,190		
3	3.2	Parent Academy	Yes	$3,030			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,109,763	653,675	0%	15.905%	$1,671,795.00	0.000%	40.679%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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