



Voices College-Bound Language Academies

Board Meeting

Date and Time

Thursday June 24, 2021 at 3:00 PM PDT

Instructions For Presentations To The Board By Parents and Citizens

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

SUBMIT PUBLIC COMMENT: <http://bit.ly/voices-public-comment> or text: 408-960-5580

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item. Submitted comments may be read into the record to the extent practicable based upon factors such as the length of the agenda and available time. Comments received within the window of the board meeting whether read or not, will be shared with the board and noted in the minutes.

Individual commenters are limited to a single comment per agenda item.

Public comments will be accepted prior to, and during the board meeting, subject to limitations discussed here.

Comments may be read in the order received and will be accepted up to the point each agenda item is heard, acted upon or when the Board President has completed the call for public comment on that agenda item.

Comments submitted during the board meeting but after the agenda item has been called for a vote, or has already been completed will not be read publicly, but may be entered into the record.

Comments should be limited to 400 words or less, and will need to be readable within the time allocated for each comment. These presentations are limited to no more than 15 minutes total and 3 minutes per person. A full comment may not be read if the length of time to read the comment exceeds the designated limit. No action can be taken on an item not on the agenda at this time but may be referred to the administration or put on a future agenda.

1. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
2. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 6840 Via Del Oro, Suite #160. San Jose, CA 95119.
3. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:**
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Lizzette Ramirez at (408)791-1609 Ex.1052
4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.
5. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
6. All time duration are estimates and may run shorter or longer.

Agenda

Purpose Presenter Time

I. Opening Items

3:00 PM

Opening Items

A. Record Attendance

B. Call the Meeting to Order

C. Approve Order of Agenda Vote

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

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	Purpose	Presenter	Time
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Non-agenda items: No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.			

II. Board Business: Consent Items

A.	Approve Minutes	Approve Minutes	
	Approve minutes for 21-22 LCAP and Budget Hearing on June 10, 2021		
B.	2021-22 EPA Resolution & Spending Plan (for each Voices school)	Vote	
	Separate resolutions & spending plans for Flagship, Morgan Hill, Mount Pleasant, WCC and Stockton		
C.	Instructional Calendar and Minutes	Vote	
D.	CARS Application for Funding: Title I,II, III, IV Funding Request for 2021-22 for each Voices school	Vote	
	Separate applications for Flagship, Morgan Hill, Mount Pleasant, WCC and Stockton		

	Purpose	Presenter	Time
E. Charter Safe Contract Renewal	Vote		
F. Achieve 3000 Contract	Vote		

III. Board Business: Discussion/Action Items

- A.** Approval of 2021-24 LCAP (for each school separately) Vote
- Voices College-Bound Language Academy
 Voices College-Bound Language Academy at Morgan Hill
 Voices College-Bound Language Academy at Mt. Pleasant
 Voices College-Bound Language Academy at West Contra Costa
 Voices College-Bound Language Academy at Stockton
- Includes 19-20 LCAP update, 20-21 LCP, 21-22 LCAP and Budget Expenditure Table and Budget Overview for Parents for each separately)
- B.** 2021-22 Budget – Review, discussion and approval of budget for 21-22 school year (for each Voices school separately) Vote
- Voices College-Bound Language Academy
 Voices College-Bound Language Academy at Morgan Hill
 Voices College-Bound Language Academy at Mt. Pleasant
 Voices College-Bound Language Academy at West Contra Costa
 Voices College-Bound Language Academy at Stockton

IV. Closed Session

- A.** Public Employee Performance Evaluation- CEO Discuss
 (Pursuant to Gov. Code Section 54957(b)(1).)
- The CEO will update the Board on progress towards performance goals

V. Reconvene Open Session

Report on action taken in closed session

A. Reconvene Open Session Report	FYI	Servando Sandoval

VI. Closing Items

	Purpose	Presenter	Time
A. Committee Reports	FYI		
-Review Board recruitment Matrix			
B. Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section:	II. Board Business: Consent Items
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for 21-22 LCAP and Budget Hearing on June 10, 2021



Voices College-Bound Language Academies

Minutes

21-22 LCAP and Budget Hearing

(documents available for review requested at board@voicescharterschool.com)

Date and Time

Thursday June 10, 2021 at 3:00 PM

Instructions For Presentations To The Board By Parents and Citizens

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

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comment exceeds the designated limit. No action can be taken on an item not on the agenda at this time but may be referred to the administration or put on a future agenda.

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4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.
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Directors Present

A. Miller (remote), D. Cadette (remote), H. Glover (remote), K. Wisckol (remote), L. Mendez-Quezada (remote), S. Sandoval (remote)

Directors Absent

A. Zhu, I. Connell, W. Plasencia

Directors who arrived after the meeting opened

L. Mendez-Quezada

Directors who left before the meeting adjourned

K. Wisckol

Non Voting Members Present

F. Teso (remote)

Guests Present

L. Ramirez (remote), M. Moore (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academics to order on Thursday Jun 10, 2021 at 3:11 PM.

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

Public comments made by parents from Voices WCC.

II. Consent Items

A. Approve Minutes

D. Cadette made a motion to approve the minutes from Board Meeting on 05-27-21.

K. Wisckol seconded the motion.

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

Roll Call

K. Wisckol	Aye
D. Cadette	Aye
S. Sandoval	Aye
L. Mendez-Quezada	Absent
A. Miller	Aye
I. Connell	Absent
A. Zhu	Absent
H. Glover	Aye
W. Plasencia	Absent

B. 2020-21 Academic Calendar Voices Flagship, Morgan Hill and Mt. Pleasant, Stockton, and WCC

D. Cadette made a motion to approve 2020-21 Academic Calendar Voices Flagship, Morgan Hill, Mt. Pleasant, Stockton, and WCC.

K. Wisckol seconded the motion.

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

Roll Call

D. Cadette	Aye
K. Wisckol	Aye
S. Sandoval	Aye
A. Miller	Aye
I. Connell	Absent
L. Mendez-Quezada	Absent
A. Zhu	Absent

Roll Call

H. Glover	Aye
W. Plasencia	Absent

C. 2021-22 SCCOE STRS- Voices Flagship, Morgan Hill and Mt. Pleasant

D. Cadette made a motion to approve 2020-21 SCCOE STRS-Voices Flagship, Morgan Hill and Mt. Pleasant.

K. Wisckol seconded the motion.

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

Roll Call

D. Cadette	Aye
A. Miller	Aye
I. Connell	Absent
A. Zhu	Absent
L. Mendez-Quezada	Absent
H. Glover	Aye
K. Wisckol	Aye
W. Plasencia	Absent
S. Sandoval	Aye

D. Approve contracts for 2020-21

D. Cadette made a motion to approve contracts for 2020-21 Presence Learning and School Mint.

K. Wisckol seconded the motion.

A. Miller made motion to remove CharterSafe contract and added to next board meeting.

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

Roll Call

K. Wisckol	Aye
L. Mendez-Quezada	Absent
A. Miller	Aye
W. Plasencia	Absent
A. Zhu	Absent
H. Glover	Aye
S. Sandoval	Aye
D. Cadette	Aye
I. Connell	Absent

E. Approve Annual Bank Signature and Credit Card Authorization

D. Cadette made a motion to approve Annual Bank Signatures and Credit Card Authorization.

K. Wisckol seconded the motion.

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

Roll Call

L. Mendez-Quezada	Absent
H. Glover	Aye
I. Connell	Absent
W. Plasencia	Absent
A. Miller	Aye
S. Sandoval	Aye
K. Wisckol	Aye
A. Zhu	Absent
D. Cadette	Aye

III. Board Business

A. Annual Update for Developing the 2021-22 Local Control and Accountability Plan Hearings

F. Teso presented school sites 19-20, 20-21 Annual Overviews, the 2021-22 Local Control and Accountability Plans overview and the local indicators used.

B. Public Hearings LCAP and Budgets for Voices FS, MH, MP, WCC and ST

A public hearing was opened and closed separately for each school. No public comments on LCAP and Budgets for Voices Flagship, Voices Morgan Hill, Voices Mt. Pleasant, Voices WCC, and Voices Stockton.

L. Mendez-Quezada arrived at 3:55 PM.

C. Family-School Survey Presentation

D. Flores presented the family-school survey results.

IV. Closed Session

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

S. Servando announced opening of closed session and agenda item. Closed session adjourned at 4:11 PM.

K. Wisckol left.

V. Reconvene Open Session

A. Report on action taken in closed session

Closed session reconvened at 5:06 PM. No action was taken during closed session.

VI. Board Business

A. WCC FUA Approval

A. Miller made a motion to approve WCC FUA.

D. Cadette seconded the motion.

F.Teso discussed WCC FUA approval and is recommending for approval. Public comment was made.

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

Roll Call

H. Glover	Aye
I. Connell	Absent
W. Plasencia	Absent
A. Zhu	Absent
S. Sandoval	Aye
A. Miller	Aye
D. Cadette	Aye
L. Mendez-Quezada	Aye
K. Wisckol	Absent

W. Plasencia Absent

A. Zhu	Absent

S. Sandoval Aye

A. Miller Aye

D. Cadette Aye

L. Mendez-Quezada Aye

K. Wisckol	Absent

VII. Closing Items

A. Adjourn Meeting

D. Cadette made a motion to adjourn meeting.

L. Mendez-Quezada seconded the motion.

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

Roll Call

L. Mendez-Quezada	Aye
K. Wisckol	Absent
H. Glover	Aye
D. Cadette	Aye
W. Plasencia	Absent
A. Zhu	Absent
I. Connell	Absent
A. Miller	Aye
S. Sandoval	Aye

H. Glover Aye

D. Cadette Aye

W. Plasencia	Absent

A. Zhu	Absent

I. Connell	Absent

A. Miller Aye

S. Sandoval Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:00 PM.

Respectfully Submitted,
L. Ramirez

Coversheet

2021-22 EPA Resolution & Spending Plan (for each Voices school)

Section:	II. Board Business: Consent Items
Item:	B. 2021-22 EPA Resolution & Spending Plan (for each Voices school)
Purpose:	Vote
Submitted by:	
Related Material:	Voices-FY22 EPA resolution and spending plan-20210624 All Schools.pdf

Voices College-Bound Language Academy
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of Voices College-Bound Language Academy shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College-Bound Language Academy;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College-Bound Language Academy has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2021

Board Chair or Representative

Voices College-Bound Language Academy Education Protection Account (EPA) Spending Determination***Estimated Expenditures July 1, 2021 - June 30, 2022**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$785,393
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$785,393
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
Total Expenditures		\$785,393

*Estimated EPA Spending based on state budgeted % of LCFF or \$200/ADA applied to charter schools opened after 2013-14. Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

**Voices College-Bound Language Academy at Morgan Hill
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of Voices College-Bound Language Academy at Morgan Hill shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College-Bound Language Academy at Morgan Hill;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College-Bound Language Academy at Morgan Hill has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2021

Board Chair or Representative

Voices College-Bound Language Academy at Morgan Hill Education Protection Account (EPA) Spending Determination***Estimated Expenditures July 1, 2021 - June 30, 2022**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$80,750
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$80,750
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
Total Expenditures		\$80,750

*Estimated EPA Spending based on state budgeted % of LCFF or \$200/ADA applied to charter schools opened after 2013-14. Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

**Voices College-Bound Language Academy at Mount Pleasant
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of Voices College-Bound Language Academy at Mount Pleasant shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College-Bound Language Academy at Mount Pleasant;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College-Bound Language Academy at Mount Pleasant has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2021

Board Chair or Representative

Voices College-Bound Language Academy at Mount Pleasant Education Protection Account (EPA) Spending Determination***Estimated Expenditures July 1, 2021 - June 30, 2022**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$69,350
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$69,350
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
Total Expenditures		\$69,350

*Estimated EPA Spending based on state budgeted % of LCFF or \$200/ADA applied to charter schools opened after 2013-14. Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

**Voices College-Bound Language Academy at Stockton
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of Voices College-Bound Language Academy at Stockton shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College-Bound Language Academy at Stockton;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College-Bound Language Academy at Stockton has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2021

Board Chair or Representative

Voices College-Bound Language Academy at Stockton Education Protection Account (EPA) Spending Determination***Estimated Expenditures July 1, 2021 - June 30, 2022**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$14,060
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$14,060
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
Total Expenditures		\$14,060

*Estimated EPA Spending based on state budgeted % of LCFF or \$200/ADA applied to charter schools opened after 2013-14. Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

**Voices College-Bound Language Academy at West Contra Costa County
RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and extended it via Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of Voices College-Bound Language Academy at West Contra Costa County shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Voices College-Bound Language Academy at West Contra Costa County;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of Voices College-Bound Language Academy at West Contra Costa County has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 24, 2021

Board Chair or Representative

Voices College-Bound Language Academy at West Contra Costa County Education Protection Account (EPA) Spending Determination***Estimated Expenditures July 1, 2021 - June 30, 2022**

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	\$47,500
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	\$47,500
Administrator Salaries	1300	\$0
Classified Salaries	2000s	\$0
Employee Benefits	3000s	\$0
Books and Supplies	4000s	\$0
Services and Other Operating Expenses	5000s	\$0
Capital Outlay	6000s	\$0
Total Expenditures		\$47,500

*Estimated EPA Spending based on state budgeted % of LCFF or \$200/ADA applied to charter schools opened after 2013-14. Actual amount and expenses may be different than stated. Per Proposition 30 and as extended by Proposition 55, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.

Coversheet

CARS Application for Funding: Title I,II, III, IV Funding Request for 2021-22 for each Voices school

Section: II. Board Business: Consent Items
Item: D. CARS Application for Funding: Title I,II, III, IV Funding Request for
2021-22 for each Voices school
Purpose: Vote
Submitted by:
Related Material: AppforFndng - All Schools.pdf

California Department of Education**Consolidated Application**

Voices College-Bound Language Academy (43 69450 0113662)

Status: Draft
Saved by: Dena Koren
Date: 6/17/2021 11:46 PM**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/24/2021

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	We are a charter school and do not have a DELAC.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****

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Report Date:6/17/2021

R02

Page 1 of 2

Voices College-Bound Language Academy (43 69450 0113662)

Status: Draft

Saved by: Dena Koren

Date: 6/17/2021 11:46 PM

2021-22 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

*****Warning*****

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Report Date:6/17/2021

R02

Page 2 of 2

California Department of Education**Consolidated Application**

Voices College-Bound Language Academy at Morgan Hill (43 10439 0131748)

Status: Draft
Saved by: Dena Koren
Date: 6/17/2021 11:47 PM**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/24/2021

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	We are a charter school and do not have a DELAC.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****

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Report Date:6/17/2021

R02

Page 1 of 2

Voices College-Bound Language Academy at Morgan Hill (43 10439 0131748)

Status: Draft

Saved by: Dena Koren

Date: 6/17/2021 11:47 PM

2021-22 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

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Report Date:6/17/2021

R02

Page 2 of 2

California Department of Education**Consolidated Application**

Voices College-Bound Language Academy at Mt. Pleasant (43 10439 0132530)

Status: Draft
Saved by: Dena Koren
Date: 6/17/2021 11:48 PM**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/24/2021

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	We are a charter school and do not have a DELAC.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

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Report Date:6/17/2021

R02

Page 1 of 2

Voices College-Bound Language Academy at Mt. Pleasant (43 10439 0132530)

Status: Draft

Saved by: Dena Koren

Date: 6/17/2021 11:48 PM

2021-22 Application for Funding

CDE Program Contact:Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

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Report Date:6/17/2021

R02

Page 2 of 2

California Department of Education**Consolidated Application**

Voices College Bound Language Academy at Stockton (39 68676 0139907)

Status: Draft
Saved by: Dena Koren
Date: 6/17/2021 11:45 PM**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/24/2021

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	We are a charter school and do not have a DELAC.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

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Report Date:6/17/2021

R02

Page 1 of 2

Voices College Bound Language Academy at Stockton (39 68676 0139907)

Status: Draft

Saved by: Dena Koren

Date: 6/17/2021 11:45 PM

2021-22 Application for Funding

CDE Program Contact:Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

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Report Date:6/17/2021

R02

Page 2 of 2

California Department of Education**Consolidated Application**Voices College-Bound Language Academy at West Contra Costa County (07
61796 0136903)Status: Draft
Saved by: Dena Koren
Date: 6/17/2021 11:49 PM**2021-22 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/24/2021

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	We are a charter school and do not have a DELAC.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

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Voices College-Bound Language Academy at West Contra Costa County (07
61796 0136903)

Status: Draft
Saved by: Dena Koren
Date: 6/17/2021 11:49 PM

2021-22 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support)	Yes
ESSA Sec. 4101 SACS 4127	

Warning

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Coversheet

Charter Safe Contract Renewal

Section:	II. Board Business: Consent Items
Item:	E. Charter Safe Contract Renewal
Purpose:	Vote
Submitted by:	
Related Material:	Voices_College-Bound_Language_.1238.CharterSAFEInvoice2122.pdf



INVOICE

Invoice Date: May 26, 2021

Account Number: 1238

INSURED: Voices College-Bound Language Academies

CONTACT: Catherine Barron

**ADDRESS: 6840 Via Del Oro, Suite 160
San Jose, CA 95119**

Member Contribution for Policy Year 2021-2022

Combined Member Contribution	\$331,753.00
One Time COVID-19 Rebate	\$4,147.00
Total Member Contribution	\$327,606.00

(Choose one option)	Amount	Due Date
☐ Payment in Full	\$327,606.00	Due Now

☐ **Installment Plan:**

Deposit (25%)	\$78,791.00	Due Now
Monthly Installment	\$27,646.00	August 01, 2021

9 installments due the 1st of every month

Thank you for participating in CharterSAFE ACH program.

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

Please Remit All Payments To:

CharterSAFE
P.O. Box 969
Weimar, CA 95736

Questions/Comments:

Whitney Delano
Director of Operations and
Communications
Email: wdelano@chartersafe.org

Payment in Full or 25% Deposit are due at the time the proposal is accepted by signing and submitting Member Contribution Summary page of this proposal. CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.



Coversheet

Achieve 3000 Contract

Section: II. Board Business: Consent Items
Item: F. Achieve 3000 Contract
Purpose: Vote
Submitted by:
Related Material:
Voices College-Bound Language Academies Achieve3000 Renewal 6.16.21.pdf

**Quote ID:** Q-63569**Contract Period:** 08/01/2021 - 06/30/2022**Quote Date:** 06/16/2021**Valid Until:** 07/30/2021**Client Information**

Account Name	
Voices College-Bound Language Academies	
Address	Client
6840 Via Del Oro, Suite 160 San Jose, CA 95119 Phone: (408)571-6404	Elizabeth Aguilar Email: eaguilar@voicescharterschool.com Phone: (408) 791-1609

Achieve3000 is pleased to continue partnering with you to accelerate your students' literacy growth throughout the school year. Your custom quote includes the solutions listed below. You can explore all of Achieve3000's research-based solutions by visiting www.achieve3000.com.

Participating Schools	Total Licenses Purchased	
	Program	21-22
Voices Franklin McKinley	Literacy	280
	Smarty Ants	Unlimited
Voices Morgan Hill	Literacy	249
	Smarty Ants	Unlimited
Voices Mount Pleasant	Literacy	234
	Smarty Ants	Unlimited
Voices Stockton	Literacy	86
	Smarty Ants	Unlimited
Voices West Contra Costa	Literacy	101
	Smarty Ants	Unlimited

Product	Cost	Qty	Total
Achieve3000 Literacy: includes 1 student license. (LIT-STDT)	\$42.00 per student	950	\$39,900.00
Professional Learning Services (PDI)	\$2,695.00 per session	1	\$2,695.00
Smarty Ants: Unlimited Licenses for Students in PreK- 2 at 1 Site; Includes Onsite Professional Learning Services (SA)	\$4,795.00 per site	5	\$23,975.00
Achieve3000 Site Setup Fee - Annual fee per school for deployment and ongoing support, including rostering, integrations, and customer support. (SITE-SETUP)	\$290.00 per site	5	\$1,450.00
Smarty Ants Español: Unlimited Student Licenses at 1 Site (SAE-NP)	\$0.00 per site	5	\$0.00
Subtotal			\$68,020.00
Order Total			\$68,020.00

See Next Page for Quote Acceptance



Acceptance for Quote ID Q-63569: \$68,020.00

Voices College-Bound Language Academies

Achieve3000

Account Name

Signature

Signature

Name / Title

Name / Title

Date

Date

The Complete Signed Quote and Purchase Orders can be sent to:

Achieve3000
331 Newman Springs Road
Suite 304
Red Bank, 07701

Fax: (316) 221-0718

Email: orders@achieve3000.com

For questions, please contact Renewal Sales at 732-367-5505 x222.

This quote is governed by and subject to the Achieve3000 terms and conditions at <https://achieve3000.com/about/terms-of-service/>. By signing this quote, you are agreeing to such terms and conditions.

To explore more renewal options, such as a multi-year quote with LOCKED-IN PRICING for three full years, please contact sales.support@achieve3000.com for an adjusted quote.

About Achieve3000®

Achieve3000 delivers a comprehensive suite of digital solutions that significantly accelerate literacy growth and deepen learning across the content areas. Using personalized and differentiated solutions, Achieve3000 provides equity for remote and on-site instruction, enabling educators to help all students achieve accelerated growth. Our suite of solutions includes: Achieve3000 Literacy, a differentiated learning platform for grades 2-12; Actively Learn, a digital curriculum for grades 3-12; Smarty Ants, a foundational literacy platform for grades PreK-2; and Achieve3000 Math, a digital mathematics solution.

Learn more about Achieve3000's learning solutions at www.achieve3000.com.

Coversheet

Approval of 2021-24 LCAP (for each school separately)

Section:	III. Board Business: Discussion/Action Items
Item:	A. Approval of 2021-24 LCAP (for each school separately)
Purpose:	Vote
Submitted by:	
Related Material:	Flagship 2021 LCAP Final.docx.pdf Flagship Annual Update 20-21 Final.pdf FM-Expenditure Table Final.pdf MH-Expenditure Table Final.pdf Morgan Hill 2021 LCAP Final.docx.pdf Morgan Hill Annual Update 20-21 Final.pdf Mount Pleasant 2021 LCAP Final.docx.pdf Mount Pleasant Annual Update 20-21 Final.pdf MP-Expenditure Table Final.pdf Stockton 2021 LCAP Final.docx.pdf Stockton Annual Update 20-21 Draft (1).pdf Stockton-Expenditure Table Final.pdf WCC 2021 LCAP Final.docx.pdf WCC Annual Update 20-21 Final.pdf WCC-Expenditure Table Final.pdf MP PBO Final 21-22.pdf WCC PBO Final 21-22.pdf Stockton PBO 21-22.pdf MH PBO Final 21-22.pdf FM PBO Final 21-22.pdf

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	Gabriela Quintanilla (Principal)	gquintanilla@voicescharterschool.com (408) 361-1960

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Voices College Bound Language Academy is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

We currently serve 425 Kindergarten-8th Grade students 46.4% of which are English Learners (EL), 53% are classified as Socioeconomically Disadvantaged (SED), and our LCFF Unduplicated count is 72%. (Data from [Dataquest](#).) Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of our core values is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

Reflections: Successes

A description of successes and/or progress based on a review of the [California School Dashboard](#) (Dashboard) and local data.

Based on the 2019 California Dashboard and local data, here are some successes from the 2019-20 and 2020-21 school year:

- Our suspension rate is “Green” on the Dashboard. All subgroups but one (1) are green, with the other being in yellow.
- We were able to mitigate significant learning loss in math and ELA during the COVID-19 pandemic. In our analysis of year-over-year results for our interim assessments, students are performing at similar levels as they were before we went into distance learning. For example, between the 2019-20 second benchmark ELA interim assessments to the 20-21 second benchmark we had a 5% increase.

- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading. With our distance learning, students had a live one hour lesson in ELA and math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis and weekly intellectual preparation (lesson internalization).
- We met all of our local indicators. Based on local data, successes include:
 - We were able to provide virtual English Language Development (ELD) for all English Learners. All K-5 teachers were trained in designated ELD via EL Achieve's Systematic ELD training program and curriculum. ELD was done 4 days per week virtually and then 4 days per week when grades began in-person instruction.
 - All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.
 - We were able to provide some in-person support to cohort groups before our general population was invited back on campus. These groups included students with IEPs who had one-on-ones in grades 2-8 or students who were consistently absent or not engaged/participating in middle school.
 - We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Reviewing the 2019 California Dashboard, there are a few areas in the "Orange" and "Red" identified as areas for the upcoming school year.

- We have been working hard on tackling chronic absenteeism at our school site, as this was an area identified as red in the 2019 Dashboard where we had 12.2% of students chronically absent. Our English Learner subgroup was also red (46% of our students are English Learners). Our students with disabilities were orange in this category. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020 and 2021, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in weekly parent newsletters, sending text messages to the whole school population after winter and spring break with reminders to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, home visits (being mindful of safety protocols of social distancing, wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent. Tier III supports are needed by students demonstrating chronic absenteeism. Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation,

home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs.

- In English Language Arts, we had three subgroups in “orange”. English Learners had a decline of 13.1 points from the previous year, Socioeconomically disadvantaged students had a decline of 12.3 points and students with disabilities had a decline of 13.6 points. We will continue to focus on this area. Steps already taken include:

- Voices adopted of a new curriculum, EL Education, that has built in references and to target students with disabilities and English learners. We are ending our 2nd year with this curriculum and teacher response has been positive. EL Education provided a flex curriculum for distance learning so we were able to continue building our momentum in the implementation of this curriculum.

- Voices provided English Language Development training to all of our K-5 teachers. The training included 5 different sessions that covered our ELD curriculum or spoke to ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Prior to this year, we only provided this training to teachers of Systematic ELD.

- In 2019-20, our department of special populations had a focus on Student Success Teams and interventions. Our Student Services Manager was trained in strengthening interventions to support students with SSTs and how to monitor their progress. This also helped her build a toolbox of strategies for supporting the Special Education team.

- We continued to do deep dives into interim assessments, where student work is individually reviewed. As a result, teachers are able to plan whole-group reteach lessons or small group and one-on-one supports. This also helped the teacher and admin team focus on “target students” or students who would be a focus and represent the class. This data was reviewed regularly.

- We continued to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach worked directly with grade-levels that needed more support in order to increase student outcomes. These sessions also helped teachers understand the ELA standards and texts they were teaching and to construct exemplars before teaching a lesson. We also developed an ELA data meeting tracker in order to provide teachers feedback on their analysis and ensure that they were looking at all students and creating small groups.

- We held training sessions on ELA shifts and text complexity. In order to strengthen their teaching, teachers were trained to analyze a text through the 4 dimensions of text complexity before reviewing the lesson plan.

- We held training sessions on backwards planning from interim assessments. Teachers broke down passages in order to build their own content knowledge.

- In Math, we had one subgroup in “orange”. Our English Learners had a decline of 9.6 points.. We will continue to focus on this area. Below are some steps we have taken to address these areas:

- We provided English Language Development training to all of our K-5 teachers. This included 5 different sessions that covered our ELD curriculum or spoke to ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Prior to this year, we only provided this training to a handful of teachers of Systematic ELD.

- In 2019-20, our department of special populations had a focus on Student Success Teams and interventions. Our Student Services Manager was trained in strengthening interventions to support students with SSTs and how to monitor their progress. This also helped build a toolbox of strategies for supporting the Special Education team.

- We continued to do deep dives into interim assessments, where student work is individually reviewed. As a result, teachers are able to plan whole-group reteach lessons or small group and one-on-one supports. This also helped the teacher and admin team focus on “target students” or students who would be a focus and represent the class. This data was reviewed regularly.
- We continued to do our weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach would work directly with a grade-level that needed more support in order to increase student outcomes. These sessions also helped teachers understand the math standards and to construct exemplars before teaching a lesson. When a coach or principal could not work directly with a team, they still had access to their reflection and reteach plans via a tracker. Principals and coaches could leave written feedback to teachers.
- We continued our weekly math observations for teachers.
- We held training sessions on backwards planning from interim assessments. Teachers broke down items from our interim assessments and connected them to deconstructed math standards in order to build their own content knowledge.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP address supports for students and staff coming off of a year of mostly distance learning in 2020-21. It also addresses pupil learning loss as a result of COVID-19 pandemic and areas of growth per the 2019 California School Dashboard. We reviewed our internal data and stakeholder input to create 4 goals. These 4 goals address all 10 of the state priorities. Altogether they promote the achievement of all students, and in particular key subgroups of English learners, they ensure our teachers are supported to deliver high-quality instruction, and that our school community (parents, students, staff) are engaged in a number of ways.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Voices Academy knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices Academy held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and stakeholder feedback was collected.

Cafecitos: Once a month

ELAC Meetings: October 7, January 20, February 17

Parent Workshops: September 17, October 22, November 24, December 10, January 21

LCAP Overview Meeting for Staff and Parents: May 5

SELPA review: June 2021

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholder groups are listed below.

Strengths included:

Annual SEL survey topics (all staff, students in grades 4-8, and parents/guardians)

School climate rated positively:

Teachers 76%

Other staff 88%

Parents/guardians 80%

Professional Learning rated positively:

Teachers 79%

Other staff 73%

School Safety rated positively:

Parents/guardians 84%

Teacher-student relationships rated positively:

Students 4th and 5th grade 75%

Students 6th -8th grade 79%

Strengths of LCAP stakeholder survey:

69% of respondents reported they were highly satisfied or satisfied with efforts to address student emotional wellbeing.

71% of respondents reported they were highly satisfied or satisfied with efforts to support family and pupil engagement.

Areas of opportunity included:

Annual SEL survey (all staff, all students in grades 4-8, and all parents/guardians.

57% of students in grades 4th and 5th reported challenging feelings (higher scores indicate less frequent challenging emotions.)

50% of students in grades 6th- 8th reported challenging feelings (higher scores indicate less frequent challenging emotions.)

59% of teachers reported that feedback received covers all aspects of their role.

LCAP stakeholder survey:

56% of respondents reported they were satisfied or highly satisfied with efforts to mitigate student learning loss and 41% were neutral.

Other input from: The most often suggested idea from families was to include more activities for middle school students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions.

Voices will hire additional teachers to provide classes and activities for middle school students during the school day. The support of these teachers will also allow more planning time for classroom teachers. **Goal #3**

Additionally, we will continue to focus on student wellbeing by supporting them to build coping skills. We will provide advisory for middle school students and continue to implement an SEL curriculum **Goal #3**

Voices will also provide additional academic support for students to mitigate learning loss. We will hire additional associate teachers to provide small group instruction and tutoring and provide adaptive technology intervention programs. **Goal #2**

And Voices will provide more coaching for teachers so that they can deliver highly effective instruction. We will hire an additional coach and an ELD Coordinator. **Goal #1, #2**

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Our Dashboard and 2019 SBAC results indicate that English Learners are scoring below our overall population in ELA and math. Internal interim math and ELA assessments show similar results when we pull our English Learners in comparison to RFEP and English Only students. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies. We also have seen increases in the number of Long-Term English Learners (LTELs) in middle school as a result of late-entry (upper grade transfers) into our program. Finally, an analysis of students with speech services, who are also English language learners led us to find that teachers needed a deeper understanding of language development for both native and second languages and we will target that area through training.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

CA School Dashboard-Academic Indicator English Language Arts average scale score distance from standard	Distance from Standard 18-19 All Students: 2.5 points above Hispanic -1.7 points below standard English Learners -24.7 points below standard Socioeconomically Disadvantaged - 54.4 points below standard Students with Disabilities - 54.4 points below standard .				All Students - 3 points above Hispanic -3 points above English Learners - 14.7 points below standard Socioeconomically Disadvantaged - 44.4 points below standard Students with Disabilities - 44.4 points below standard
CA School Dashboard- Academic Indicator Math average scale score distance from standard	Distance from Standard 18-19 All Students - 11.9 points below standard Hispanic -14.7 points below standard English Learners - 30.3 points below standard Socioeconomically Disadvantaged - 19.9 points below standard				All Students - 1.9 points above standard Hispanic - 1.9 points above standard English Learners - 20.3 points below standard Socioeconomically Disadvantaged - 1.9 points above Students with Disabilities - 54.2 points below

	Students with Disabilities - 64.2 points below standard				
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC)	ELA Meeting or Exceeding Standard 18-19 All Students - 50.81% Hispanic - 48.76% English Learners 19.49% Socioeconomically Disadvantaged - 47.44% Students with Disabilities 19.57 Math Meeting or Exceeding Standard 18-19 All Students - 43.27% Hispanic - 41.69% English Learners 20.34% Socioeconomically Disadvantaged - 36.74% Students with Disabilities 26.09%				All Students - 56% Hispanic - 54% English Learners 30% Socioeconomically Disadvantaged - 52% Students with Disabilities 30% All Students - 48% Hispanic - 47% English Learners 30% Socioeconomically Disadvantaged - 42% Students with Disabilities 36%

CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	2019 CA Dashboard 48.4%				55% of English language learners progress at least one level or maintain
Data Quest Percentage of students redesignated Fluent-English Proficient since last census	19-20 11.4% reclassification rate				15% reclassification rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our K-8 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	\$9,500	Y
Action 2	ELD Coordinator	If we hire an ELD coordinator to coordinate all services for English Learners and provide ELD intervention for LTELs, then our teachers will have more regular coaching and feedback on their use of language learner strategies and more site-specific training of Systematic ELD	\$101,556	Y

		and our students in middle school will continue to received supports. This coordinator will also monitor school-wide EL data on interim assessments, ELD unit assessments and ELPAC growth. This will result in more effective instruction in both designated and integrated ELD.		
Action 3	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	\$2,000	Y

Goal 2

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

An explanation of why the LEA has developed this goal.

Our 2019 Dashboard indicates that two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. These subgroups' achievement in ELA in particular has declined since 2018, in addition to being below the standard. Our internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2	29% of students proficient in 20-21				45% of students meet proficiency in Benchmark 2
Internal ELA Assessment 2-8 in Benchmark 2	11% of students proficient in 20-21				30% of students meet proficiency in Benchmark 2
MAP Assessment Growth Goals	ELA 51% met MAP growth goal				58% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
MAP Assessment Growth Goals	Math 48% met MAP growth goals				58% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
Professional Development Calendar*	100% of teachers receive academic content and performance standards professional development				100% of teachers receive academic content and performance standards professional development
Curriculum and Assessment inventory/ procurement list*	100% of students have access to standards-aligned materials				100% of students have access to standards-aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	\$24,150	N
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	\$5,700	Y
Action 3	Staff Coaching support	If we provide staff with coaching support through two full-time coaches in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	\$324,229	N
Action 4	Associate teachers in grades K-4	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on	\$285,377	Y

		teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students.		
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom technology such as student laptops and iPads and programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	\$116,096	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	\$3,100	N
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.	\$101,705	N
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	\$3,500	N

Goal 3

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

An explanation of why the LEA has developed this goal.

Our Dashboard, internal data and observations, and family input indicate that student engagement is an area to address. Based on the school Dashboard, Chronic Absenteeism is an area to improve. Additionally, our internal tracking systems show that while overall attendance goals are regularly met, there is a select group of students who we need to target and engage for attendance, particularly in the upper grades. A 3rd party independent survey given twice during the school year has also indicated that while teacher-student relationships are strong, student engagement is an area of growth. Only 60% of 4th and 5th grade students responded favorably and only 37% of 6th thru 8th grade students responded favorably. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Additional staff and training is needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making*	65% survey response.				At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey.
Sign-in sheets/survey counts	No baseline (sign in sheet) parents/guardian participation LCAP meetings				Parent/guardian attendance at LCAP meetings will increase year over year.
Parent participation in programs for unduplicated pupils*	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least

Sign-in sheets and training dates					one parent workshops or parent education class
Average daily attendance rates as of May 2nd (P2)	19-20 data (due to pandemic closure) ALL 95.64% ELs 92.83% SED on red 93.31%				Maintain an attendance rate of $\geq$ 95% for All students Attendance rate of $\geq$ 95% for ELs Attendance rate of $\geq$ 95% for low SED
Chronic Absenteeism rate as of May1st (Voices chronic absenteeism tool)	19-20 data (due to pandemic closure) All -12.2% Chronically absent on CA Dashboard EL - 12.3% Chronically absent on CA Dashboard Hipanic - 12.7% Chronically absent on CA Dashboard Socioeconomically Disadvantaged - 13% Chronically absent on CA Dashboard				All <10% chronically absent per Voices chronic absenteeism tool EL <10% chronically absent per Voices chronic absenteeism tool Hispanic <10% chronically absent per Voices chronic absenteeism tool Socioeconomically Disadvantaged <10% chronically absent per Voices chronic absenteeism tool

Middle School Dropout Rate as of May 1st	0%				Voices will maintain a middle school dropout rate of $\leq 2\%$
Percentage of Student Suspended as of May 1st (PowerSchool)	As of 19-20 All - 0.2% Students with Disabilities 0%				Maintain a low student suspension rate of $\leq 5\%$ for all students Maintain a low student suspension rate of $\leq 5\%$ for Students with disabilities
Student Expulsion Rate as of May 1st	0%				Maintain a low expulsion rate of $\leq 1\%$
Panorama Post Student Supports + Environment Survey Percentage of students grades 4-8 responding favorably to survey Sense of Belonging section*	58% of students grades 4th-5th responded favorably 54% of students grades 6th-8th responded favorably				At least 70% of students respond favorably
Panorama Post Family-school relationships survey data (School Safety question)*	93% of parents/guardians responded favorably				At least 80% of parents/guardians will respond favorably to the school safety survey question
Broad course of study provided to all students, including unduplicated pupils (as measured by report card)*	100%				100%

Walk-through Safety Tool*	At least 4 walkthroughs per year				At least 4 walkthroughs per year

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Middle School Engagement	Voices will hire two middle school enrichment/specials teachers to provide Advisory and social emotional tools to middle school students and to teach engaging specials courses such as art, advisory, physical education, etc. Based on Voices annual SEL surveys and parent input, middle school students in particular need this focus after almost 1.5 years of distance learning.	\$152,705	N
Action 2	Dean of Culture	Voices will hire and retain a Dean of Culture that 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 Curriculum and oversee enrichment programs at the school for K-8. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students	\$93,706	Y
Action 3	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as Playworks or dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas	\$56,800	N
Action 4	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	\$1,359	N

Action 5	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner	\$393,811	N
Action 6	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Clerk will concentrate time on school attendance and reporting.	\$139,819	N

Goal 4

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

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved a low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program (Voices BTSA list)*	100 % Eligible Teacher complete induction program within eligibility period				100 % Eligible Teacher complete induction program within eligibility period

Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	\$24,500	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	\$16,800	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	\$1,501,444	Y
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	\$7,500	N
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	\$2,825	Y

Goal Analysis [LCAP Year]

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

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

NA

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NA

An explanation of how effective the specific actions were in making progress toward the goal.

NA

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

NA

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27%	\$944,581

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The majority of Voices students are unduplicated (72%), thus even services provided to the entire school (All Students) principally target the needs of unduplicated students.

Furthermore, Voices has a multi-tiered system of supports, that said, assessment and support systems will identify underperforming students and therefore will primarily serve those student groups with the highest needs and is principally directed toward our unduplicated students.

Goal 1, Action 2 Standards Aligned Curriculum- Our unduplicated students, especially our ELs need specialized strategies in order to access curriculum. The core curriculum that Voices has implemented provides these language learner strategies for teachers to implement.

Goal 1, Action 4 Associate Teachers in Grades K-4- Our data demonstrates that unduplicated students have the most opportunity for academic growth and achievement. ATs will pull small groups of students for differentiation and tutoring in class that will lead to increased academic achievement on state and local assessments.

Goal 1, Action 5 Technology and programs for adaptive intervention programs- Our data demonstrates that unduplicated students have the most opportunity for academic achievement. Technologically based adaptive programs will meet students where they are and lead to increased academic achievement on state and local assessment.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Voices be effective in meeting LCAP goals and the identified needs of the unduplicated student groups.

Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is a charter school with a mission designed to meet the needs of historically underserved students which include unduplicated students (72%). In addition to LCAP actions, Voices offers a variety of programs and support services principally directed towards the needs of English Learners, low-income students and Foster/Homeless Youth to assist in closing achievement gaps.

Using the calculation tool provided by the state, Voices has calculated that it will receive \$944,581 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 27%. Our LEA has demonstrated that it has met the proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan

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For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of teachers are appropriately assigned and hold CA teaching credential or permit.	100% of teachers were appropriately assigned and hold CA teaching credential or permit, per requirements set by the California Commission on Teacher Credentialing.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Network staff will conduct credential review as part of the teacher hiring process and support Voices teachers' credentialing needs. Voices network staff will also conduct annual review of teacher assignments to ensure compliance and support our teachers for their credentialing needs. .35 FTE HR Specialist Salary + Benefits	\$25,189 Total \$21,000 (a) \$4,189 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's	\$15,738 Total \$14,438 (a) \$1,299 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's
Provide a competitive salary to attract and retain high quality teachers. Certificated Personnel Salary + Benefits	\$1,542,265 Total \$1,200,597 (a) \$341,668 (b) LCFF Base, Title I, EPA Object Code: 1000s (a), 3000s (b)	\$1,193,175 Total \$1,059,403 (a) \$133,772 (b) LCFF Base, Title I, EPA Object Code: 1000s (a), 3000s (b)
Provide coaching support to teachers in the classroom. 2 FTE Coach salary + Benefits	\$191,925 Total \$149,407 (a) \$42,518 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)	Instead of a 2nd coach, a shift to virtual learning required an IT Technician to support the distance learning model \$116,381 Total \$104,879 (a) \$11,502 (b)
Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.	\$17,500 LCFF S/C (a) (b) Object Code: 5300	\$7,000 LCFF S/C (a) (b)

		Object Code: 5300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In lieu of a 2nd coach, the principal took over a broader coaching role so that all teachers received coaching. The shift to distance/virtual learning, due to the COVID-19 pandemic, necessitated an IT Technician to support students, parents and teachers with tech troubleshooting, preparing devices for security, programs, apps, testing, etc. As a result, funding was utilized to support the salary and benefits of one classified personnel.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One coach position remained unfilled due to lack of qualified talent pool. All other actions and services were implemented as planned. Our coach and principal were able to provide teachers support and deliver weekly professional development. This professional development was focused around developing teachers' content knowledge in ELA and math standards.

Coaching and professional development continued even during COVID-19 distance learning. Teachers continued to receive weekly coaching sessions and regular feedback on their virtual teaching. In teacher surveys during distance learning, teachers reported feeling supported by their principal and coach.

Goal 2

Improve students proficiency and growth in key content areas, school-wide and for all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

The percentage of students performing proficient on the CAASPP-ELA and Mathematics will increase: 3 percentage points from prior year	CAASPP/SBAC was suspended, therefore results were not available for the 2019-20 school year due to the COVID-19 pandemic. <u>Interim Assessment Results</u> <u>March 2020</u> Voices administered math and ELA benchmark interim assessments in 2019-20 before COVID-19 related school campus closures. - In benchmark 1 we had 4.7% of students proficient in ELA and 6.1% of students were proficient in ELA in benchmark 2. This was a growth of 1.4 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic. - In benchmark 1 we had 16.5% of students proficient in math and 30% of students were proficient in math benchmark 2. This was a growth of 13.5 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.
The percentage of students meeting their growth targets on the MAP Reading and Mathematics assessment will increase: 2 percentage points from prior year	MAP results not available for 2019-20 school year due to COVID-19 pandemic school closures. MAP administration suspended.
100% of students will have access to standards-aligned materials	100% of students have access to standards-aligned materials such as EL Education curriculum and Eureka Math curriculum.
100% of teachers will receive standards-aligned professional development	100% of teachers received standards-aligned professional development, including sessions

	on standards deconstruction, CCSS shifts and content knowledge developing protocols.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math. Illuminate (ELA/Math)-\$5.82/student; NWEA (ELA/Math)-\$12.50/student PKRS (K only)- \$4.06/student + \$30 manual.	Total: \$12,474 LCFF S/C Object Code: 4400	Total: \$7,161 LCFF S/C Object Code: 4400
Purchase standards-aligned core curriculum and materials ELA curriculum and material costs ELA curriculum and materials costs-one time cost of \$3,638 (books), \$320 (teacher manual per grade (2nd-4th)	Total: \$4,598 LCFF S/C Object Code: 4400	Total: \$18,686 LCFF S/C Object Code: 4400
Purchase classroom technology including laptops, ipads, and projectors needed for blended learning. Dreambox-\$22.50 per student Achieve3000-\$42 per student +\$290 school site fee +\$2,695 for Professional Development Smarty Ants-\$4,545	\$55,162 LCFF S/C Object Code: 4400	\$72,711 LCFF S/C Object Code: 4400 4413, 4415,4414,9330
Provide standards-aligned professional development and planning time (IPP) for teachers .35 FTE Principal Salary + Benefits	\$40,464 Total \$31,500 (a) \$8,964 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$36,572 Total \$31,500 (a) \$5,072 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The pandemic-related school closures caused us to reevaluate our technology provisions, particularly in grades K-1 where our model was 2:1 iPads for in-person learning. Due to distance learning in the Spring of 2020, additional Chromebooks were purchased for Voices students to ensure that all students without technology at home had access to a school Chromebook and/or hotspot as needed. Additionally, Voices made the decision for K-1 to use Chromebooks instead of iPads for both distance learning and our hybrid model. Our 2nd-8th grade students already have 1:1 Chromebooks.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The services and actions were implemented as planned. Voices believes in data-driven instruction and we have a summer kindergarten screener and three annual benchmark cycles that help Voices teachers modify instruction and meet student needs. We allocated funds to purchase curriculum, assessments, technology, learning platforms and professional development to support teacher development in their content knowledge, data analysis, reflection and instruction. During Voices data analysis, we break down results for subgroups such as Students with Special Needs and English Learners with the principal serving as a model for how to do this. Teachers consider student needs in planning for whole group reteach and small group support. Voices' priority in 20-21 was to launch a new ELA curriculum and build teacher content knowledge in ELA through training and coaching. The curriculum is especially aligned to our model of inclusive education and differentiation as it includes support for English Learners and students with special needs. All of Voices initiatives were fully implemented from August - mid-March with some small adjustments after the COVID-19 related school closures.

Voices purchased licenses for Illuminate, PKRS, and NWEA MAP in ELA and Math to track student proficiency and growth. Voices also purchased Dreambox, Achieve3000/Smarty Ants and classroom technology to supplement learning in both in-person and distance learning classrooms. Additionally, Voices purchased ELA curriculum (EL Education) and teachers had online and physical access to curriculum guides. Teachers responded favorably to the new curriculum and as a result there was stronger teacher and student engagement in ELA lessons. One challenge was in our proctoring of NWEA MAP virtually for our 3rd grade students in the fall to gather baseline information. We ran into connectivity issues as well as having to troubleshoot independently for many students one-on-one. The testing took 2 weeks longer than planned and we did not assess all students.

Voices' benchmark assessments allowed us to respond to student needs throughout the year and modify instruction. The pandemic-related school closures caused us to reevaluate our technology, particularly in grades K-1 where additional Chromebooks were purchased. A total of 163 internet hotspots were purchased and distributed in the Spring of 2020 to our families. A success in distance learning was that the online adaptive learning platforms that we purchased in Achieve3000 and Dreambox were utilized by students and families at home.

The principal was able to provide strong standards-aligned coaching to key grades throughout the year, and her support of key grades led to increased student proficiency in grades 2nd and 3rd by the second benchmark. For example, from benchmark 1 to benchmark 2, the percentage of kindergarten students

proficient increased by 36% in math. Multiple grades had double digit growth in math. Subgroups, such as English learners also saw double digit increases in percent proficient.

The onset of COVID-19 and the suspension of in-person instruction posed some challenges that led to creative ideas to support student growth. We were not able to complete our third round of assessments as we prioritized instruction and were still determining the best ways to proctor our interim assessments via Zoom due to the COVID-19 school closure in March. We were able to collect end-of-year data on key standards from the final units of instruction in math in grades K-8. This information was then used to plan for accelerated learning and to close unfinished learning in 21-22. We did continue to support teachers with virtual coaching and virtual professional development that was focused on data analysis, standards deconstruction, intellectual preparation and planning/instruction. Teachers continued to teach math and language arts standards four days a week with one day for professional development. One challenge we encountered was needing to take our Eureka and EL Education curriculum and turn it into a virtual curriculum. Both Eureka and EL Education provided guidance to varying degrees. With the support of network staff, teachers were able to modify pacing calendars and work across our network to create virtual lessons based on the original lessons. All books were scanned and students still had access to reading complex texts online. Additionally, teachers held office hours for all students so they could check in one-on-one with students in all subgroups.

Goal 3

Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of EL students making annual progress in learning English as measured by English Language Proficiency Assessments for California (ELPAC) will increase at least 2 percentage points up from the prior year.	ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.

The percentage of EL students reclassified to Fluent English (RFEP) annually will increase by at least 2 percentage points up from the prior year.

ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adaptive technology based, standards based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of \$290 + \$42 per license, Smarty Ants, set up charge of \$4,545. Purchase DreamBox, a flat fee of \$6,875.	\$32,752 Total \$15,075 (a) \$17,677 (b) Title III (a), Supplemental (b) Object Code: 4400)	(See Goal 2)
Purchase LAS Links licenses to measure Spanish Language development. (\$6.50 per student (K-8th)	\$3,257 LCFF S/C Object Code: 5882	\$3,492 LCFF S/C Object Code: 5882
Associate Teachers conduct summer ELPAC testing for ELs.	\$2,303 Total \$1,920 (a) \$383 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	\$1,178 Total \$1,061 (a) \$117 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)
Principal will manage leadership, intervention services and student performance. .35 FTE Principal Salary + Benefits	\$40,646 Total \$31,500 (a) \$8,964 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$36,572 Total \$31,500 (a) \$5,072 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) 1 FTE Student Service Manager Salary + Benefits	\$101,474 Total \$78,994 (a) \$22,408 (b) LCFF S/C (a) (b)	\$84,415 Total \$80,000 (a) \$4,415 (b) LCFF S/C (a) (b)

	Object Code: 2000s (a), 3000s (b)	Object Code: 2000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 summer ELPAC testing was cancelled. However, Associate Teachers were still trained on ELPAC, prior to notice of cancellation.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services were implemented as planned. Adaptive technology licenses were purchased for SmartyAnts/Achieve3000 and Dreambox. Dreambox is used as an intervention program for math. These technologies were particularly useful as a way to provide differentiated and leveled support during distance learning to all students and subgroups in the Spring of 2020 (COVID-19 pandemic school closures).

Associate teachers were trained as ELPAC proctors but due to COVID-19 related school closures, ELPAC was not administered in Spring 2020. LAS Links (Spanish language proficiency assessment) licenses were purchased for the year. However, due to COVID-19 pandemic school closures, testing for LAS links did not occur in 2019-20 as Voices opted to place the highest priority on instruction and we were still figuring out systems for shifting all assessments to a virtual setting. We decided to prioritize small formative math and early literacy assessments instead so we could focus less on testing and more on responding to data for accelerated learning and small group support in 2020-21, as recommended by external academic partners.

The principal managed leadership, intervention services and reviewed and responded to student performance data throughout the year. A Student Service Manager (SSM) provided 504, IEP, ELD and SST support throughout the year. The SSM also did observations in order to provide teachers feedback on ELD from September through February.

Moving to distance learning in the Spring posed some challenges in our goals, as we had to quickly determine how to provide services for all students with special needs. Our SSM was able to work with teachers to set up all services in a quick turnaround. IEPs for students with special needs were moved into Zoom settings and our school administration supported IEP teams as they shifted strategies to distance learning. Our SSM continued to have Student Support Team meetings with parents during distance learning, and students with SSTs continued to be observed per our intervention model.

Our Dashboard shows that supporting English Learners and Students with Disability (Orange for English Learners and Students with Disabilities in ELA and Math) is an area to target. We had focused on

co-teaching strategies in 2018-19 teacher professional development and SST intervention supports in 2019-20, with our SSM developing their strategies for intervention through training. We will continue to prioritize this work.

Goal 4

Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they can participate fully in student learning and the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
At least 75% of parents will report on the annual parent survey that the school takes actions to ensure their child's safety	96% of parents surveyed on the annual parent survey agreed that the school took actions to ensure their child's safety
Maintain a low student suspension rate of $\leq 5\%$	The suspension rate for 2019-20 was 0.2%
Maintain a low expulsion rate of $\leq 2\%$	The expulsion rate for 2019-20 was 0%
Voices will maintain an attendance rate of $\geq 95\%$.	The attendance rate for 2019-20 was 95.6%.
Voices will maintain a middle school dropout rate of $\leq 2\%$	Goal met. 0% middle school drop out rate.
There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.	Student survey not administered due to COVID-19 school closure
There will be an increase in the percent of students that report school is a positive experience as compared to the prior year survey data.	Student survey not administered due to COVID-19 school closure

80% of stakeholders will respond to the annual satisfaction survey	46% of stakeholders responded to the annual satisfaction survey.
90% stakeholder rate school satisfaction overall with a grade of a C or better on annual satisfaction survey	94% of stakeholders rated school satisfaction overall with a grade of a C or better on annual parent survey
Parents have access to school information (LCAP, agendas, etc) in English and Spanish so they can fully participate as school decision makers.	100% of parents had access to school information in Spanish and English and the opportunity to fully participate as decision makers.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided. 2 FTE Custodian Salary + Benefits Supplies	\$85,607 Total \$57,721 (a) \$11,513 (b) \$16,373 © LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s (c)	\$78,018 Total \$60,5601 (a) \$6,644 (b) \$10,814 © LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s (c)
Voices will provide a modern and suitable facility for students with all the amenities and safety components expected for implementation of our charter school program and maintain facility in good repair. Facility payment and Maintenance.	\$270,908 Total \$18,756 (5606) \$45,400 (5502) \$8,734 (5503) \$3,771 (5504) \$11,378 (5920) \$4,591 (5501) \$115,061 (7439) \$72, 208 (7438) LCFF S/C , LCFF Base (7438) Object Code: 5000s, 4000s, 7439, 7438	\$121,584 facility \$26,539 maitainace (5606), (5502), (5503), (5504), (5920), (5501), (7439), (7438) LCFF S/C , LCFF Base (7438) Object Code: 5000s, 4000s, 7439, 7438

School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner. .5 FTE Business Manager Salary + Benefits .5 FTE Business Clerk Salary + Benefits	\$42,864 Total \$35,736 (a) \$7,128 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)	\$58,817 Total \$52,965 (a) \$5,852 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)
The Dean of Culture will promote an engaging, positive, and safe school culture and environment and execute a character development program. 1 FTE Dean of Culture Salary + Benefits	\$86,700 Total \$72,282 (a) \$14,418 (b) LCFF S/C (a) (b) Object Codes: 2000s (a), 3000s (b)	\$79,549 Total \$71,692 (a) \$7,857 (b) LCFF S/C (a) (b) Object Codes: 2000s (a), 3000s (b)
The Business Clerk will concentrate time on school attendance and reporting. 1 FTE Business Clerk Salary + Benefits	\$35,711 Total \$29,772 (a) \$5,939 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)	\$21,273 Total \$19,132 (a) \$ 2,141 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b) .5 FTE Business Clerk
Principal time will be spent managing leadership, parent involvement and student culture. .3 FTE Principal Salary + Benefits	\$34,684 Total \$27,000 (a) \$7,684 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$31,347 Total \$27,000 (a) \$4,347 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
A Student Program Coordinator will plan and execute the enrichment program and supervise enrichment staff and monitor student conduct during transitions. 1 FTE Student Program Manager Salary + Benefits	\$21,204 Total \$17,678 (a) \$3,526 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	\$7,766 Total (SPM) \$6840 (a) \$926 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)
Contract services and/or purchase enrichment activities and supplies for students. Including CCCS aligned arts enrichment curriculum	\$17,000 Total LCFF S/C	\$14,424 Total LCFF S/C

licensing and materials, as well as, physical activity programs. Enrichment Service and Material Costs: \$10 per student for Handwriting without Tears \$11,000 Playworks \$5,000 Yoga \$4,000 Art in Action	Object Code: 5800	Object Code: 400s and 5800
Purchase annual parent and middle school student independent survey services. Columbia Teachers College MS Survey \$650.00 + \$600.00 + \$2.00/parent	\$2,252 Total LCFF S/C Object Code: 5800	\$600 Total LCFF S/C Object Code: 5800
Hold a minimum of 4 parent workshops per year and provide child care and incentives.	\$576 Total \$480 (a) \$96 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	
Provide translation services for written materials.	\$4,000 Total LCFF S/C Object Code: 5800	

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Yoga enrichment was not contracted and only 2 parent workshops were held due to COVID-19 school closure. Additionally, paid translation services were not needed because staff was able to provide inhouse.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services for this goal were mostly implemented as planned before the school was shuttered due to the COVID-19 pandemic. Students benefited from enrichment classes. Our facilities are equipped with all the amenities and safety components expected for the implementation of our charter school program. Our custodian, clerks and Business Manager worked diligently to make sure the school grounds were maintained clean and safe for our assigned essential workers who needed to be on

campus while students were assigned to virtual learning. These essential workers included office and administrative staff, custodians and food service workers.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	\$25,428	\$77,911	N
Purchase of additional curriculum to support all teachers teaching ELD.	\$4,560	\$9,932	Y
Purchase of interim assessments/diagnostics math assessments (Achievement network)	\$17,100	\$11,553	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Voices also expended \$7,600 for an annual subscription to Parent Square, an app utilized for school to parent communication and for staff and parents to conduct daily wellness checks prior to entering the Voices campus.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and vaccines were more widely available to educators. We were able to bring our first group of students back

on campus in mid-April of 2021 which was our Kindergarten and 1st grade students, at 50% capacity following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

Voices conducted a successful training program that included sessions on COVID-19 safety measures, revision of new or adapted operations procedures, hybrid instructional schedules and vision for culture, hyflex strategies for our instructional blocks, Special Education procedures and requirements, and socio-emotional learning and supports for students. Voices' training program started 3 weeks before our return date of April 12. Teachers had a minimum of two full days for planning instruction and setting up their classrooms. Feedback was positive with teachers reporting they felt safe and understood the rationale for returning for in-person instruction.

The operations leadership team was successful in setting up classrooms and campus stations with personal protective equipment and disinfectant supplies. All classrooms were set up to follow social distancing guidelines. All staff members and students have access to PPE as needed. School campus is cleaned and sanitized daily and deep cleaned once a week. Per our Safety Plan, Staff members were brought on campus safely to practice protocols. Additionally, Voices purchased a parent communication system called Parent Square which we were able to use as our COVID 19 tracker. All parents and staff complete a Wellness survey on Parent Square prior to coming to or bringing students on campus.

Voices' 2nd-3rd grade teams followed the K-1 teams, attending all trainings and having similar planning sessions. Per our Bridge Plan, they returned 2 weeks after our K-1 team and only since conditions were assessed as safe to do so. Our 4th-5th grade teams will follow and all grade-levels in this gradual ramp up receive PPE.

In addition to the supply of PPE that was provided by the state, it is replenished as needed. Plexiglass barriers were also purchased and placed throughout the main office and classrooms to provide additional safety for our students and staff.

Our in-person instructional offering includes ELD (English Language Development) instruction 4 days a week. Every K-5 teacher received 5 days of training in ELD this year and thus curriculum had to be purchased to support all teachers. Curriculum included teacher-facing manuals as well as student materials. In previous years, English learners switched classrooms per their English proficiency levels. As mixed cohorts were not allowed per our safety guidelines, we had mixed proficiency groupings for ELD. A challenge that came up during in-person instruction was how teachers could best support "Group C". Group C is Voices 100% distance learners due to parent choice. Teachers requested support for teaching these students and Voices provided training on hyflex instruction, or simultaneously teaching students online and in-person. Our team provided sample videos of ELD hyflex instruction (in addition to guided reading, math and ELA instruction) and a guidance document for teachers to follow that included technology set-up and tips for student engagement.

Our students were excited to be on campus for in person learning. Voices students who logged in via Zoom for key parts of the day were also re-energized to do their distance learning. Teachers reported feeling this joy again due to having students present in person.

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer Achievement Network Interim Assessments with our distance learning program for the Fall of 2020 and Winter of 2021 in grades 2nd through 8th. Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive. Teachers and the leadership team analyzed student results each benchmark during Voices' Results Oriented Cycle of Inquiry. Only 2nd grade will use Achievement Network assessments in Spring of 2021, per our regular assessment calendar. They will be done in-person.

Other interim assessments purchased for in-person instructional offerings also served us well in our distance learning program. Voices was able to successfully pilot and fully implement StarCBM and Star Early Literacy via remote testing. Teachers used student results to address early literacy gaps in virtual instruction. Teachers also used BookNook (an online reading platform) for reading intervention, though it was conducted virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	\$4,800	\$2,050	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	\$139,768	\$216,117	Y
Purchase of materials for take home kits and laptop bags for every student	\$50,718	\$47,052	Y
Mailing costs for work packets to be sent home	\$1,000	\$10,078	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Students in K-8 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers in grades K-3 providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, K-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

English Learners received English Language Development classes 4 days a week from a trained teacher. We continued to provide online reading intervention classes for some of our students as well, who were identified through the Student Services Team process.

All students were given a take-home kit and work packet each month. Teachers compiled materials and our Special Education teachers made differentiated packets or supplemental packets for students with IEPs. Take-home kits included school materials as well as needed manipulatives, novels, texts or handouts. At first these materials were mailed home. Voices then moved to a system to have parents come each month to pick up their supplies and drop off the previous work packet.

We had successes in that we were able to mitigate significant learning loss. Overall, our scores increased year-over-year in ELA proficiency in benchmark 2 (an increase of 5 percentage points). There was some loss year-over-year in math overall proficiency (a decrease of 1%), though some grades performed similarly in benchmark 1 and benchmark 2 in 19-20 and 20-1. year.

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home visits. We purchased a total of 320 new chromebooks and 60 ipads in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased 163 hotspots for students that did not have access to the internet. One success that we had was our technology services to troubleshoot with families if they were

having trouble connecting. Families who needed additional support were able to schedule appointments for curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

Pupil Participation and Progress: Voices tracked pupil participation using daily and weekly attendance trackers and recorded into PowerSchool. Teachers, Principals and Deans of Culture used the tracker to keep records regarding student participation and to reach out to families as needed. Voices' Dean of Culture also kept a communication log to track parent communication and interventions that were put in place to support engagement and track progress. Interventions included morning check in prior to Zoom sessions, support in breakout rooms to redirect attention to increase focus, and parent/guardian meetings conducted via phone or Zoom to set and clarify student expectations that the parent/guardian could promote at home). We also had a Special Education services tracker which was maintained by our Special Education department to track services and minutes completed for students with IEPs.

Student academic progress was tracked via Achieve3000/Smarty Ants and Dreambox Learning (our asynchronous applications). We also used SeeSaw (K-1) and Google Classroom (2-8) to post assignments or quizzes, track completion and give students feedback.

Teachers were able to keep students engaged in distance learning by using engaging platforms such as PearDeck or NearPod. This allowed the teacher to build in checks for understanding, practice items or help facilitate group work. Teachers also used the Zoom chat and breakout room features. Students were taught how to use these features to engage with classmates throughout the day.

One challenge was that as the months of distance learning passed, we saw less engagement with online learning in Voices upper grades. Our middle school students in particular had disengagement by turning off their cameras, not submitting or completing assignments or engaging fully in breakout rooms. Our middle school teachers, instructional coach, principal and network staff met to create a plan to reconnect with those particular middle school students. The plan included time to reset classroom culture as well as strategies for doing Socio-Emotional Learning and check-ins. Teachers were also trained in student-centered approaches to encourage dialogue and help students make connections to content.

Voices tracked student progress informally and formally via assessment where students either completed an online task or showed their white boards to the screen, or a teacher or associate teacher checked in on students in breakout rooms. We also continued our daily exit tickets in math and ELA, and our interim assessments in reading, literacy, math and ELA. Teachers reviewed this data to determine which students needed additional support.

Teachers and the Dean of Culture used ClassDojo to communicate with families as needed about pupil participation. The Dean of Culture also contacted families directly to discuss needed support. Additionally, Voices hosted a virtual parent support event at the start of the year called a Day of Support/Dia de Apoyo and conducted a Network-wide Parent Education session on "Making Technology Work for You".

Distance Learning Professional Development:

Voices started the year out with a full month of training for new teachers that was focused on culture-building, Voices curriculum and online management strategies. Our returning teachers also had 2 weeks of training and planning that included synchronous sessions about online teaching strategies (how to engage students online, how to set up technology for distance learning, how to teach our curriculum online) and asynchronous modules to learn online teaching platforms (Google Classroom, Pear Deck, GoFormative etc.)

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation. On our Spring 2021 survey, 85% of teachers shared that these intellectual preparation protocols and data meetings are helpful or extremely helpful in strengthening planning and instruction. Other staff, including associate teachers, were provided trainings as needed.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. Teachers had positive feedback about our school site leaders (principal, Dean of Culture) and coaching throughout the year. For example, in our First Week teacher survey, 90% of respondents said they felt very supported by their school site admin. They also had positive feedback about each other and how the staff relied on each other to learn best practices for distance learning. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide.

Staff Roles and Responsibilities:

This year Voices trained associate teachers (ATs) for longer periods in the summer. ATs attended classroom management sessions over a few days and our literacy practices. They also participated in online learning strategies trainings and they were able to practice an online lesson along with teachers. We did this in response to staff feedback where associate teachers, teachers and school admin all saw a need for more training of Voices ATs.

Resources were provided to teaching and associate teaching staff, such as a Voices laptop to do their work. We reimbursed for phone and internet use, per our policy. All teachers and associate teachers had daily time to plan their lessons. Teachers had Wednesdays to use for professional development, data analysis, lesson preparation and lesson planning.

Teachers and associate teachers were given weekly surveys from September through March in the form of a Google Form or bi-weekly check-ins. These were opportunities to provide feedback on the experience of virtual teaching in order to modify site training or plans. As a result, professional development and coaching areas were strengthened.

Voices hired a COVID-19 Liaison to support and address COVID-19 related issues and/or concerns. The COVID Liaison implemented and conducted audit safety protocols and staff training with the support of the school site Business Manager. Additionally, the COVID Liaison consistently keeps up with the rapid changes to the state COVID-19 regulations.

Voices made adjustments to school site staff assignments and schedules to support meal distribution, assemble furniture, and prepare and distribute student work packets and supplies. All school site staff were provided COVID-19 safety training which included food safety guidelines. School site support staff and kitchen staff supported with distribution of meals to students through curbside pick up.

Support for Pupils with Unique Needs:

Voices provided designated ELD 4 days per week via distance learning, with all K-5 teachers trained in strategies and curriculum. We also included best practices for English Learners in our summer training so teachers could use them throughout the year (content and language learning objectives, sentence frames and stems, visuals).

Special Education services were provided 5 days a week for any students with these services based on their IEP. These included the coordination of virtual push-in or full-inclusion services, one-on-one online sessions for Speech and Occupational Therapy (OT) therapy or behaviorists. Voices provided all minutes of service to students.

One challenge we faced was in supporting students in-person even during distance learning. We had planned to have a small in-person cohort open in the winter of 2020 for students who needed additional supports for engagement and who needed one-on-one support per their IEP or Student Support Team plans. We would have followed all guidelines set by the state for small stable cohorts. However, the rise of cases in November/December which moved us into the purple tier meant that we did not move forward with this cohort until Spring of 2021.

Another challenge was testing students with IEPs. Due to COVID-19 restrictions and one-on-one testing, instructional schedules were often impacted and had to be re-thought. In addition, some students with qualifications of autism and intellectual disability found distance learning to be unengaging. Strategies to support these students were giving students more one on one and small group time via Zoom. On the other hand, some students with behavioral and focus challenges progressed with distance learning, especially in middle school, where there were less classroom triggers and distractions. We learned that within our full inclusion model, some students with disabilities responded well to additional supports, including more breaks as needed and learning socio-emotional management strategies.

Voices teachers and ATs worked with students with unique needs throughout the day in small groups, per our learning model. We used data to make these small groups, which showed our English Learners and Students with Special Needs still needed more support.

Teachers made weekly calls home to parents/guardians and office staff contacted parents/guardians as needed. At the start of the year, students and families who needed more frequent touch points were in contact with school staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	\$68,952	\$49,596	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support.	\$9,240	\$2,072	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A success was the training Voices provided to our teachers in addressing unfinished learning in math and ELA. We did this in our summer training and then throughout the year during teachers' monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network and Navigator/Accelerator). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We

updated our math weekly data meeting tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were behind, including those in subgroups. While we did not have significant increases in math, we were able to mitigate the learning loss that was originally predicted. In one year, from benchmark 2 in 2020 to benchmark 2 in 2021, student proficiency dropped just 1 percentage point.

Voices continued to focus on accelerated learning in ELA by providing professional development on text complexity in grade-level texts. We also re-assessed ELA data meetings and noted that they did not happen consistently and there was not much guidance for them. As a result we trained teachers in how to look at student work and create reteach plans for ELA. Teachers provided feedback that our ELA curriculum in grades 2-4 was difficult to navigate in an online setting. We were able to shift our curriculum mid-year when the publisher created "Flex Curriculum" for online or hybrid learning. Teachers responded positively to this change as it meant lessons were easier to navigate throughout the week and resources were created for online settings. In ELA, we actually were able to mitigate learning loss. In one year, we had a 5 percentage point increase in students proficient in ELA (Winter Benchmark in 2020 to Winter Benchmark in 2021).

For English Language Development, as previously mentioned, Voices is proud we provided 4 days of designated ELD instruction in distance learning. Teachers were given a pacing calendar, though a challenge was timing. We found that online lessons took longer to deliver than in-person lessons. We also had 15 minutes less for ELD than usual - the reason for that being we were trying to provide a high quality program while trying to balance teacher/parent feedback on screen time. That, coupled with only 4 days a week made for much slower pacing. As a result, teachers tended to get through half the units they normally would in a school year. We are looking at this as a focus in the next year.

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. On Wednesdays, when most teachers had a full day for planning, our Special Education department continued to teach and meet students for goals sessions. We adapted our regular schedules to be able to have small groups online. Instead of groups of 4-5, we adjusted to groups of 2-3 students. Within the Voices SPED department, our team met weekly to review lesson studies or share resources for virtual instruction. Finally, in IEP meetings, we discussed Emergency Service Plans and took actions to support each student or accommodate work to prevent learning loss.

Voices ATs were trained in foundational literacy skills. They led sight words and fluency instruction in grade K-3 online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms.

Additionally, we used our 19-20 and 20-21 formative assessments to help us make plans to fill in gaps in literacy.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen. This more detailed SEL professional Development was offered in a staggered manner to grade levels K thru 1st, 2nd and 3rd, and 4th and 5th in order for Teachers and ATs to receive grade-level relevant ideas and suggestions of age appropriate implementation.
- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020 with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.
- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.
- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

Voices conducted a Network-wide Family and School Relationships survey for the parent/guardian community to gather actionable data on the following:

School Climate - Perceptions of the overall social and learning climate of the school;

Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school - area of strength;

School Safety - Perceptions of student physical and psychological safety at school - area of strength and;

Family Support - Families' perceptions of the amount of academic and social support that they provide their child with outside of school - area of opportunity.

Voices previously used hard copy surveys, however, given Voices families had been more exposed to technology given the virtual setting, we opted to implement an online survey which resulted in a 72.6% response rate. This response rate was quite successful given the COVID-19 fatigue parents/guardians were experiencing and results were extremely favorable.

- Voices utilized a tiered approach to address student social emotional and mental health concerns:

- Tier I strategies target all students and most students can be successful with this level of support.
- A Tier I strategy used on a weekly basis is Plaza Comunitaria which teaches and reinforces Voices core values (Si Se Puede Attitude and In Lak'Ech), school-site values (Activism and Scholarship) and character traits and is an opportunity to celebrate successes and build culture. This regularly conducted activity promotes connectedness for students and community building which serves to provide a sense of stability for students. Another example is regular classroom check ins with students to hand out Character Counts! Tickets as a way to acknowledge character traits being promoted.
- Tier II supports are for students that need a little more attention and support. They need adults to know them a little bit better in order to know what adjustments need to be made. Voices Dean of Culture and other school leadership staff took the lead on these actions as the re-engagement team.
 - Tier II strategies included Deans of Culture monitoring attendance and engagement, regular communication with parent/guardian on observations and feedback from Teacher, Morning check ins via phone prior to Zoom session, leveraging break out rooms on Zoom to redirect student to encourage greater ability to focus, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), and SST meetings.
- Tier III supports were needed by a very small fraction of the student population (less than 2%). Students and families received individualized support and modifications. These plans were adjusted for students as needed.
 - Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs.
- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well- being on a regular basis.

- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

- Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.
- Given the prolonged impact of COVID-19 and need for parent/guardian support during virtual learning, in many cases, parents supporting multiple students at home and juggling working from home, parents'/guardians' bandwidth was stretched thin. This impact to parents'/guardians schedules resulted in the Dean of Culture having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies then in previous settings as they were less available to take these calls.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes include the following:

- Voices utilized a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English):

- Tier I strategies target all students
 - Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in weekly parent newsletters, sending text messages to whole school population after winter and spring break with reminders to return to school
- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Dean of Culture and other school leadership staff took the lead on these actions to form the re-engagement team.
 - Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent.
- Tier III supports are needed by students demonstrating chronic absenteeism.

- Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

- Parents/guardians experiencing pandemic fatigue several months into the school in addition to the needed support during virtual learning. Many families were supporting multiple students at home and juggling working from home, not to mention that many Voices families were faced with financial hardship. This resulted in parents'/guardians' bandwidth being tested daily with the resulting impact being the Dean of Culture having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies than in previous settings. The Dean of Culture remained diligent and was eventually able to connect with families to support with Tier II strategies and connection to community resources.
- Dean of Culture had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

The U.S. Department of Agriculture Food and Nutrition Service announced waiver extensions through the end of June 2022, so Voices will continue providing free nutritious meals to our in-person and distance learners. Although student meal applications were not required for students to obtain a meal, Voices collected 95% of meal applications via regular mail and during scheduled family work packet distribution days. Additionally, school site assistance was made available to support any families who need help filling out the meal application. Families mailed their application to the school site in a self addressed stamped envelope.

Voices provided school site staff and families training on safety protocols for those students consuming their meals in the classroom during hybrid instruction in order to maintain a safe environment.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	\$10,200	\$11,045	N
N/A	Translation services for written parent resources and communications	\$3,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	\$6,636	\$2,844	Y
Mental Health and Social and Emotional Well-Being	Purchase SEL curriculum	\$620	\$200.00	Y
School Nutrition	Providing nutritious meals to all students	\$320,354	\$84,165	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in the actions and services identified.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Voices learned a variety of important lessons that will impact our goals and actions moving forward. They are broken down into the following sections:

Access to standards-aligned materials

-Voices will continue to support teachers' understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in

teachers' understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

-Training our associate teachers (ATs) was key in this year of distance learning. Having Voices ATs attend summer training with teachers was well received by staff at all levels. It made distance and in-person instruction much more effective. Voices also trained ATs alongside teachers for in-person instruction. We would like to continue training our ATs during the summer and throughout the year, on engagement strategies as well as the instructional pieces they own. This year Voices needed to provide them with a laptop to support distance learning, which was not provided to them in previous years. We would like to continue to provide them this technology in order to plan for their work with small groups at school when we return to in-person instruction this year and in future years.

English Learners support

It was exciting to be able to provide all K-5 teachers with designated ELD and Systematic ELD training, which was our response to a request we had heard for many years. However, providing this training to all K-5 teachers meant we had to purchase more curriculum and teacher training manuals. We do see this as a continued area of focus. Voices will continue to develop teachers' understanding of language development and both designated and integrated ELD. Additionally, Voices will add staff that can lead this work at the school site so that we can have a Student Services Manager focused on special services and an English Learner Specialist who can focus on ELD training and coaching. Per the Dashboard, this is an area of focus at our school site. We are committed to increasing student outcomes in this area.

Special Populations Pupil Achievement

Per the Dashboard, this is an area of focus at Voices and we are committed to increasing student outcomes in this area. We were proud of our work in providing regular services to students with IEPs even in a remote setting. We want to build on this work by strengthening the internal supports we provide students. We are focused on better training for our special education staff for next year.

Overall pupil achievement and learning loss

Voices will continue to use formal and informal assessments to track pupil progress. This means continuing and strengthening our use of online learning platforms that are differentiated and adaptive for students (Achieve3000, Dreambox). It also means training our intervention teachers to review this data regularly to share updates with the rest of staff.

We will continue to use our interim assessments and partner with Achievement Network to look at data. These interim assessments help us see where we stand overall and make plans for individual students.

We will continue to use some of the software we purchased for distance learning which made instruction both engaging but also helped teachers track data more effectively such as GoFormative.

Student Engagement

While Voices maintained a strong attendance rate throughout the year, we see disengagement from students of concern. We made progress with our students in middle school by training teachers, resetting class culture and creating tiered initiatives for re-engagement. However, we want to continue to partner with our parents and provide supports for these students.

Given the COVID-19 pandemic and cause for concern about students' mental wellness, we adopted a Socio-Emotional curriculum this year and will continue this work next year. Voices is considering hiring additional middle school staff to focus on advisory curriculum and engagement activities for our middle school students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess pupil learning loss and address it in the next few years. Our 2021-24 LCAP includes key strategies around assessment, engagement, teachers support and specific tiered student support.. We will continue to use formative assessment to gauge learning progress for our students and use that data to differentiate instruction as needed or provide more specific interventions. We have learned many strategies about re-engaging students and families and training staff on engagement. The 2021-24 LCAP includes actions to support specific students or groups that could disengage due to learning loss. Finally, we know that our traditionally underserved populations such as students with special needs and English Learners will most be impacted by the pandemic-related learning loss. We are working to address that learning loss by hiring additional associate teachers, providing consistent coaching and training, providing training and coaching to teachers on how to accelerate learning of these students, training on how to use the curriculum to provide strong tier 1 and tier 2 instruction, how to differentiate and how to use specific strategies for English language learners in the coming years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences in the actions and services identified.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data and reflections represented here have helped us create our 21-22 through 23-24 LCAP. Our goals for that LCAP include a focus on English Learners, Students with Special Needs, increased staffing and training, and stronger student and family engagement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

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Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,068,636	\$ 517,863	\$ -	\$ 779,432	3,365,932	\$ 2,877,750	\$ 490,432

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		\$ 8,600	\$ -	\$ -	\$ 900	\$ 9,500
1	2	ELD Coordinator		\$ 101,556				\$ 101,556
1	3	ELPAC administration		\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
2	1	Benchmark Assessment Licenses and Screener		\$ 24,150	\$ -	\$ -	\$ -	\$ 24,150
2	2	Standards Aligned Core Curriculum		\$ 5,700	\$ -	\$ -	\$ -	\$ 5,700
2	3	Staff Coaching support		\$ 136,549			\$ 185,430	\$ 321,979
2	4	Associate teachers in grades K-4		\$ 65,475	\$ 92,703		\$ 127,199	\$ 285,377
2	5	Technology and programs for adaptive intervention		\$ 116,096				\$ 116,096
2	6	Formative assessment programs		\$ 3,100	\$ -	\$ -	\$ -	\$ 3,100
2	7	Student Services Manager		\$ -	\$ -	\$ -	\$ 101,705	\$ 101,705
2	8	LAS Links administration		\$ 3,500	\$ -	\$ -	\$ -	\$ 3,500
3	1	Middle School Engagement			\$ 152,705			\$ 152,705
3	2	Dean of Culture		\$ 93,706	\$ -	\$ -	\$ -	\$ 93,706
3	3	Enrichment Activities and Advisory Curriculum		\$ 37,500			\$ 19,300	\$ 56,800
3	4	Engaging Supplemental Technology		\$ 1,359	\$ -	\$ -	\$ -	\$ 1,359
3	5	Facility Maintenance		\$ 260,645	\$ 119,750		\$ 13,416	\$ 393,811
3	6	Admin Support Staff		\$ 116,050			\$ 23,769	\$ 139,819
4	1	Induction Program		\$ -	\$ -	\$ -	\$ 24,500	\$ 24,500
4	2	Credential Monitoring		\$ 16,800	\$ -	\$ -	\$ -	\$ 16,800
4	3	Highly qualified teachers		\$ 1,065,526	\$ 152,705		\$ 283,213	\$ 1,501,444
4	4	Summer Professional Development		\$ 7,500	\$ -	\$ -	\$ -	\$ 7,500
4	5	School Leader Training		\$ 2,825	\$ -	\$ -	\$ -	\$ 2,825

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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,482,809	\$ 2,139,529
LEA-wide Total:	\$ 1,370,653	\$ 2,026,473
Limited Total:	\$ 112,156	\$ 113,056
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	Limited			\$ 8,600	\$ 9,500
1	3	ELPAC administration	Limited			\$ 2,000	\$ 2,000
2	1	Benchmark Assessment Licenses and Screener	LEA-wide			\$ 24,150	\$ 24,150
2	2	Standards Aligned Core Curriculum	LEA-wide			\$ 5,700	\$ 5,700
2	3	Staff Coaching support	LEA-wide			\$ 136,549	\$ 321,979
2	4	Associate teachers in grades K-4	LEA-wide			\$ 65,475	\$ 285,377
2	5	Technology and programs for adaptive intervention	LEA-wide			\$ 116,096	\$ 116,096
2	6	Formative assessment programs	LEA-wide			\$ 3,100	\$ 3,100
2	7	Student Services Manager	LEA-wide			\$ -	\$ 101,705
2	8	LAS Links administration	Limited			\$ 3,500	\$ 3,500
3	1	Middle School Engagement	LEA-wide				\$ 152,705
3	2	Dean of Culture	LEA-wide			\$ 93,706	\$ 93,706
3	3	Enrichment Activities and Advisory Curriculum	LEA-wide			\$ 37,500	\$ 56,800
3	4	Engaging Supplemental Technology	LEA-wide			\$ 1,359	\$ 1,359
3	5	Facility Maintenance	LEA-wide			\$ 260,645	\$ 393,811
3	6	Admin Support Staff	LEA-wide			\$ 116,050	\$ 139,819
4	1	Induction Program	LEA-wide			\$ -	\$ 24,500
4	2	Credential Monitoring	LEA-wide			\$ 16,800	\$ 16,800
4	3	Highly qualified teachers	LEA-wide			\$ 1,065,526	\$ 1,501,444
4	4	Summer Professional Development	LEA-wide			\$ 7,500	\$ 7,500
4	5	School Leader Training	LEA-wide			\$ 2,825	\$ 2,825

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Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,906,051	\$ 318,499	\$ -	\$ 518,447	3,742,996	\$ 2,148,117	\$ 1,594,879

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		\$ 7,276	\$ -	\$ -	\$ 900	\$ 8,176
1	2	ELPAC administration		\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
2	1	Benchmark Assessment Licenses and Screener		\$ 22,555	\$ -	\$ -	\$ -	\$ 22,555
2	2	Standards Aligned Core Curriculum		\$ 7,700	\$ -	\$ -	\$ -	\$ 7,700
2	3	Staff Coaching support		\$ 128,756	\$ -	\$ -	\$ 91,566	\$ 220,322
2	4	Associate teachers in grades K-4		\$ 82,749	\$ 87,601	\$ -	\$ 118,102	\$ 288,452
2	5	Technology and programs for adaptive intervention		\$ 83,542	\$ -	\$ -	\$ -	\$ 83,542
2	6	Formative assessment programs		\$ -	\$ -	\$ -	\$ 3,100	\$ 3,100
2	7	LAS Links administration		\$ -	\$ -	\$ -	\$ 3,492	\$ 3,492
3	1	Middle School Engagement		\$ -	\$ 152,498	\$ -	\$ -	\$ 152,498
3	2	Dean of Culture		\$ 88,509	\$ -	\$ -	\$ -	\$ 88,509
3	3	Enrichment Activities and Advisory Curriculum		\$ -	\$ -	\$ -	\$ 5,800	\$ 5,800
3	4	Engaging Supplemental Technology		\$ -	\$ -	\$ -	\$ 1,359	\$ 1,359
3	5	Facility Maintenance		\$ 1,497,361	\$ -	\$ -	\$ -	\$ 1,497,361
3	6	Admin Support Staff		\$ 72,237	\$ -	\$ -	\$ 20,534	\$ 92,771
4	1	Induction Program		\$ -	\$ -	\$ -	\$ 14,000	\$ 14,000
4	2	Credential Monitoring		\$ -	\$ -	\$ -	\$ 16,776	\$ 16,776
4	3	Highly qualified teachers		\$ 905,260	\$ 78,400	\$ -	\$ 242,818	\$ 1,226,478
4	4	Summer Professional Development		\$ 5,280	\$ -	\$ -	\$ -	\$ 5,280
4	5	School Leader Training		\$ 2,825	\$ -	\$ -	\$ -	\$ 2,825

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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,202,417	\$ 1,730,237
LEA-wide Total:	\$ 1,193,141	\$ 1,720,061
Limited Total:	\$ 9,276	\$ 10,176
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	Limited			\$ 7,276	\$ 8,176
1	2	ELPAC administration	Limited			\$ 2,000	\$ 2,000
2	1	Benchmark Assessment Licenses and Screener	LEA-wide			\$ 22,555	\$ 22,555
2	2	Standards Aligned Core Curriculum	LEA-wide			\$ 7,700	\$ 7,700
2	3	Staff Coaching support	LEA-wide			\$ 128,756	\$ 220,322
2	4	Associate teachers in grades K-4	LEA-wide			\$ 82,749	\$ 288,452
2	5	Technology and programs for adaptive intervention	LEA-wide			\$ 83,542	\$ 83,542
2	6	Formative assessment programs	LEA-wide			\$ -	\$ 3,100
2	7	LAS Links administration	Limited			\$ -	\$ 3,492
3	1	Middle School Engagement	LEA-wide			\$ -	\$ 152,498
3	2	Dean of Culture	LEA-wide			\$ 88,509	\$ 88,509
3	3	Enrichment Activities and Advisory Curriculum	LEA-wide			\$ -	\$ 5,800
3	4	Engaging Supplemental Technology	LEA-wide			\$ -	\$ 1,359
3	5	Facility Maintenance	LEA-wide			\$ 1,497,361	\$ 1,497,361
3	6	Admin Support Staff	LEA-wide			\$ 72,237	\$ 92,771
4	1	Induction Program	LEA-wide			\$ -	\$ 14,000
4	2	Credential Monitoring	LEA-wide			\$ -	\$ 16,776
4	3	Highly qualified teachers	LEA-wide			\$ 905,260	\$ 1,226,478
4	4	Summer Professional Development	LEA-wide			\$ 5,280	\$ 5,280
4	5	School Leader Training	LEA-wide			\$ 2,825	\$ 2,825

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	Juan Carlos Villasenor (Principal)	jvillasenor@voicescharterschool.com (408) 791-1700

Plan Summary 2020-21

General Information

A description of the LEA, its schools, and its students.

Voices College Bound Language Academy at Morgan Hill (Voices MH) is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

Voices MH currently serves 366 Transitional Kindergarten-6th Grade students. Our student population is 56% English learner (EL), 66% are classified as Low Income and our LCFF Unduplicated count is 83%. (Data from [Dataquest](#)) Voices MH students represent a variety of backgrounds and experiences, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American and Asian.

We believe in our students and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of our core values is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

[Based on the 2019 California Dashboard and local data, here are some successes from the 2019-20 and 2020-21 school year:

- Voices MH’s suspension rate is “Green” on the Dashboard. All subgroups but one (1) are green, with the other being in yellow.

- We were able to mitigate significant learning loss in math and ELA during the COVID-19 pandemic. In our analysis of year-over-year results for our interim assessments, students are performing at similar levels as they were before we went into distance learning. For example, between the 2019-20 ELA second benchmark interim assessments and the 20-21 ELA second benchmark Voices MH had a 9% increase.
- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading. With our distance learning, students had a live one hour lesson in ELA and math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis and weekly intellectual preparation (lesson internalization).
- Voices MH met all of our local indicators. Based on local data, successes include:
 - We were able to provide virtual English Language Development (ELD) for all English Learners. All TK-5 teachers were trained in designated ELD via EL Achieve's Systematic ELD training program and curriculum. ELD was done 4 days per week virtually and then 4 days per week when grades began in-person instruction.
 - All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.
 - We were able to provide some in-person support to cohort groups before our specific general population grades were invited back on campus. These groups included students with IEPs.
 - We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Voices MH has been working hard on tackling chronic absenteeism at our school site, as this was an area identified as red in the 2019 Dashboard where we had 12.2% of students chronically absent. Our English Learner subgroup was also red (56% of our students are English Learners). Our students with disabilities were orange in this category. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020 and 2021, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent newsletters, sending text messages to the whole school population after winter and spring break with reminders to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, parent/guardian meetings, home visits (being mindful of safety protocols of social distancing, wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent. Tier III supports are needed by students demonstrating chronic absenteeism. Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, parent/guardian meetings, home visits (being mindful of safety protocols of

social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent. Students and families received individualized support and modifications. These plans were adjusted for students as needed.

- Of our total student population, 56% are English Language Learners and 10% are students with disabilities. Our internal data shows that these subgroups are performing at lower proficiencies than our overall population. We will target this area for improvement in both ELA and Math. Below are some previous steps and next steps:

- Voices adopted a new curriculum, EL Education, that has built in references and to target students with disabilities and English learners. We are ending our 2nd year with this curriculum and teacher response has been positive. EL Education provided a flex curriculum for distance learning so we were able to continue building our momentum in the implementation of this curriculum.

- Voices provided English Language Development training to all of our TK-5 teachers. The training included 5 different sessions that covered our ELD curriculum or spoke to ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Prior to this year, we only provided this training to teachers of Systematic ELD.

- In 2019-20, Voices' department of special populations focused on Student Success Teams and interventions. Our Student Services Manager was trained in strengthening interventions to support students with SSTs and how to monitor their progress. This also helped her build a toolbox of strategies for supporting the Special Education team.

- Voices MH continued to do deep dives into interim assessments, where student work is individually reviewed. As a result, teachers were able to plan whole-group reteach lessons or small group and one-on-one supports. This also helped the teacher and admin team focus on "target students" or students who would be a focus and represent the class. This data was reviewed regularly.

- Voices MH continued to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach worked directly with grade-levels that needed more support in order to increase student outcomes. These sessions also helped teachers understand the ELA standards and texts they were teaching and to construct exemplars before teaching a lesson. These sessions also helped teachers understand the math standards and to construct exemplars before teaching a lesson. We also developed an ELA data meeting tracker and continued to use our math data meeting tracker in order to provide teachers feedback on their analysis and ensure that they were looking at all students and creating small groups.

- Voices MH held training sessions on ELA shifts and text complexity. In order to strengthen their teaching, teachers were trained to analyze a text through the 4 dimensions of text complexity before reviewing the lesson plan. We held training sessions on backwards planning from interim assessments in both math and ELA. Teachers broke down passages in order to build their own content knowledge. They completed exemplars to specific items on the assessment to build their content knowledge.

- Weekly coaching sessions based on observation in either math and ELA. In some cases teachers were also observed in English Language Development and received additional coaching to support English Language Learners. We hope to continue these action steps next year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

[This LCAP address supports for students and staff coming off of a year of mostly distance learning in 2020-21. It also addresses pupil learning loss as a result of COVID-19 pandemic and areas of growth per the 2019 California School Dashboard. We reviewed our internal data and stakeholder input to create 4 goals. These 4 goals address all 10 of the state priorities. Altogether they promote the achievement of all students, and in particular key subgroups of English learners, they ensure our teachers are supported to deliver high-quality instruction, and that our school community (parents, students, staff) are engaged in a number of ways.]

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Voices MH knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices MH has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices MH held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices MH and stakeholder feedback was collected.

Opportunities for parents to discuss LCAP topics:

Cafecitos: Once a month

ELAC Meetings: October 7th, November 10th, January 27th, February 24th, March 10th

Parent Workshops: October 6th& 27th, November 17th, December 10th, January 21st, April 8th

LCAP Overview Meeting for Staff and Parents: May 5th & May 6th

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholder groups are listed below.

Strengths included:

Annual SEL survey topics (staff, students in grades 4-6, and parents/guardians)

School climate rated positively:

Other staff 87%

Parents/guardians 85%

Feeling supported to grow professionally rated positively:

Professional Learning rated positively:

Other staff 76%

School Safety rated positively:

Parents/guardians 89%

Teacher-student relationships rated positively:

Students 4th and 5th grade 73%

Students 6th grade 76%

Rigorous expectations rated positively

Students 4th -5th grade 74%

Students 6th grade 78%

Strengths of LCAP stakeholder survey:

71% of respondents reported they were highly satisfied or satisfied with our distance learning program.

68% of respondents reported they were highly satisfied or satisfied with efforts to support family and pupil engagement.

87% of respondents reported that they were highly satisfied or satisfied with in person instruction offerings and safety.

Areas of opportunity included:

Annual SEL survey (all staff, students in grades 4-6, and all parents/guardians.)

58% of students in grades 4th and 5th reported challenging feelings (higher scores indicate less frequent challenging emotions.)

56% of students in 6th grade reported challenging feelings (higher scores indicate less frequent challenging emotions.)

42% of teachers reported that coaching received covers all aspects of their role.

LCAP stakeholder survey:

52% of respondents reported they were satisfied or highly satisfied with efforts to mitigate student learning loss and 48% were neutral.

Other input from: The most often suggested idea from families was to include more tutoring opportunities. The most suggested idea from teachers was to improve the ELD program by providing more professional development.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions.

Voices will hire additional teachers to provide classes and activities for middle school students during the school day. The support of these teachers will also allow more planning time for classroom teachers. **Goal #3**

Additionally, we will continue to focus on student wellbeing by supporting them to build coping skills. We will provide advisory for middle school students and continue to implement an SEL curriculum **Goal #3**

Voices will also provide additional academic support for students to mitigate learning loss. We will hire additional associate teachers to provide small group instruction and tutoring and provide adaptive technology intervention programs. **Goal #2**

And Voices will provide more coaching for teachers so that they can deliver highly effective instruction. **Goal #1, #2**

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Internal interim math and ELA assessments show that when we pull our English Learners in comparison to RFEP and English Only students, our English Learners fall behind their peers. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard-Academic Indicator English Language Arts average scale score distance from standard	Distance from Standard 18-19 All Students: 23.4 points below standard Hispanic -23.2 points below standard English Learners -26 points below standard Socioeconomically Disadvantaged - 26.5 points below standard Students with Disabilities -74.4				All Students - 13 points below standard Hispanic -13 points above English Learners - 16 points below standard Socioeconomically Disadvantaged - 16 points below standard Students with Disabilities - 64. points below standard

CA School Dashboard- Academic Indicator Math average scale score distance from standard	points below standard . Distance from Standard 18-19 All Students - 4.7 points below standard Hispanic - 5.8 points below standard English Learners - 7 points below standard Socioeconomically Disadvantaged - 8 points below standard Students with Disabilities - 52.1 points below standard				All Students - 4 points above standard Hispanic - 3 points above standard English Learners - 2 points above standard Socioeconomically Disadvantaged - 2 points above standard Students with Disabilities - 42 points below
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC)	ELA Meeting or Exceeding Standard 18-19 All Students - 42.47% Hispanic - 42.26% English Learners 24.49% Socioeconomically Disadvantaged - 41.27%				All Students - 48% Hispanic - 48% English Learners 30% Socioeconomically Disadvantaged - 48%

	Students with Disabilities *not available* Math Meeting or Exceeding Standard 18-19 All Students - 53.43% Hispanic - 53.52% English Learners 42.85% Socioeconomically Disadvantaged -50.79% Students with Disabilities *not available*				All Students - 58% Hispanic - 58% English Learners 44% Socioeconomically Disadvantaged - 51%
CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	2019 CA Dashboard 37.6%				44% of English language learners progress at least one level or maintain]
Data Quest Percentage of students	19-20				15% reclassification rate

redesignated Fluent-English Proficient since last census	12.7% reclassification rate				

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our TK-7 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	\$8,176	Y
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	\$2,000	Y

Goal 2

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

An explanation of why the LEA has developed this goal.

Two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. Our internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done

in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2	29% of students proficient in 20-21				45% of students meet proficiency in Benchmark 2
Internal ELA Assessment 2-8 in Benchmark 2	13% of students proficient in 20-21				30% of students meet proficiency in Benchmark 2
MAP Assessment Growth Goals	ELA 62% met MAP growth goal				65% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
MAP Assessment Growth Goals	Math 57% met MAP growth goals				65% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
Professional Development Calendar*	100% of teachers receive academic content and performance standards professional development				100% of teachers receive academic content and performance standards professional development

Curriculum and Assessment inventory/ procurement list*	100% of students have access to standards-aligned materials				100% of students have access to standards-aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	\$22,555	Y
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	\$7,700	Y
Action 3	Staff Coaching support	If we provide staff with coaching support through two full-time coaches in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	\$220,322	N

Action 4	Associate teachers in grades K-4	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students.	\$288,452	Y
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom technology such as student laptops and iPads and programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	\$83,542	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	\$3,100	N
Action 7	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	\$3,492	N

Goal 3

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

An explanation of why the LEA has developed this goal.

Our Dashboard, internal data and observations, and family input indicate that student engagement is an area to address. Based on the school Dashboard, Chronic Absenteeism is an area to improve. Additionally, our internal tracking systems show that while overall attendance goals are regularly met, there is a select group of students who we need to target and engage for attendance, particularly in the upper grades. A 3rd party independent survey given twice during the school year has also indicated that while teacher-student relationships are strong, student engagement is an area of growth. Only 61% of 4th and 5th grade students responded favorably and only 41% of 6th grade students responded favorably. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Additional staff and training is needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making*	81% survey response.				At least 75% of parents/ guardians will participate in the post Annual Family-School Relationships survey.
Sign-in sheets/survey counts	No baseline (sign in sheet) parents/guardian participation LCAP meetings				Parent/guardian attendance at LCAP meetings will increase year over year.
Parent participation in programs for unduplicated pupils*	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class
Sign-in sheets and training dates					

Average daily attendance rates as of May 2nd (P2)	19-20 data (due to pandemic closure) ALL 90.14% ELs 89.60% SES on red 92.24%				Maintain an attendance rate of $\geq$ 95% for All students Attendance rate of $\geq$ 95% for ELs Attendance rate of $\geq$ 95% for low SES
Chronic Absenteeism rate as of May1st (Voices chronic absenteeism tool)	19-20 data (due to pandemic closure) All - 9.6% Chronically absent on CA Dashboard EL - 8.7% Chronically absent on CA Dashboard Hipanic - 8.7% Chronically absent on CA Dashboard Socioeconomically Disadvantaged - 9% Chronically absent on CA Dashboard Students with Disabilities - 15% Chronically absent on CA Dashboard				All <10% chronically absent per Voices chronic absenteeism tool EL <10% chronically absent per Voices chronic absenteeism tool Hispanic <10% chronically absent per Voices chronic absenteeism tool Socioeconomically Disadvantaged <10% chronically absent per Voices chronic absenteeism tool Students with Disabilities < 10% chronically absent per

Voices chronic absenteeism tool

Middle School Dropout Rate as of **May 1st**

0%

Voices will maintain a middle school dropout rate of $\leq 2\%$

Percentage of Student Suspended as of **May 1st** (PowerSchool)

As of 19-20
All - 0%
Students with Disabilities 0%

Maintain a low student suspension rate of $\leq 5\%$ for all students

Maintain a low student suspension rate of $\leq 5\%$ for Students with disabilities

Student Expulsion Rate as of **May 1st**

0%

Maintain a low expulsion rate of $\leq 1\%$

Panorama Post Student Supports + Environment Survey Percentage of students grades 4-8 responding favorably to survey Sense of Belonging section*

59% of students grades 4th-5th responded favorably

51% of students grades 6th-8th responded favorably

At least 70% of students respond favorably

Panorama Post Family-school relationships survey data (School Safety question)*

92% of parents/guardians responded favorably

At least 80% of parents/guardians will respond favorably to the school safety survey question

Broad course of study provided to all students, including unduplicated pupils (as measured by report card)*	100%				100%
Walk-through Safety Tool*	At least 4 walkthroughs per year				At least 4 walkthroughs per year

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Middle School Engagement	Voices will hire two middle school enrichment/specials teachers to provide Advisory and social emotional tools to middle school students and to teach engaging specials courses such as art, advisory, physical education, etc. Based on Voices annual SEL surveys and parent input, middle school students in particular need this focus after almost 1.5 years of distance learning.	\$152,498	N
Action 2	Dean of Culture	Voices will hire and retain a Dean of Culture that 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 Curriculum and oversee enrichment programs at the school for K-7. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students	\$88,509	Y
Action 3	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas	\$5,800	N
Action 4	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of	\$1,359	N

		virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.		
Action 5	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner	\$1,497,361	N
Action 6	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Clerk will concentrate time on school attendance and reporting.	\$92,771	N

Goal 4

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

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved low-income, Latino and English Learner student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Percentage of Properly credentialed teachers complete induction program (Voices BTSA list)*	100% Eligible Teachers complete induction program within eligibility period				100% Eligible Teachers complete induction program within eligibility period
Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	\$14,000	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	\$16,776	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	\$1,226,478	Y
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	\$5,280	N
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	\$2,825	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

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

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17%	\$579,301

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The majority of Voices students are implicated (83%), thus even services provided to the entire school (All Students) principally target the needs of unduplicated students.

Furthermore, Voices has a multi-tiered system of supports. Assessment and support systems will identify underperforming students and therefore will primarily serve those student groups with the highest needs and is principally directed toward our unduplicated students.

Goal 1, Action 2 Standards Aligned Curriculum- Our unduplicated students, especially our ELs need specialized strategies in order to access curriculum. The core curriculum that Voices has implemented provides these language learner strategies for teachers to implement.

Goal 1, Action 4 Associate Teachers in Grades K-4- Our data demonstrates that unduplicated students have the most opportunity for academic growth and achievement. ATs will pull small groups of students for differentiation and tutoring in class that will lead to increased academic achievement on state and local assessments.

Goal 1, Action 5 Technology and programs for adaptive intervention programs- Our data demonstrates that unduplicated students have the most opportunity for academic achievement. Technologically based adaptive programs will meet students where they are and lead to increased academic achievement on state and local assessment.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Voices MH be effective in meeting LCAP goals and the identified needs of the unduplicated student groups.

Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is a charter school with a mission designed to meet the needs of historically underserved students which include unduplicated students (83%). In addition to LCAP actions, Voices offers a variety of programs and support services principally directed towards the needs of English Learners, low-income students and Foster/Homeless Youth to assist in closing achievement gaps.

Using the calculation tool provided by the state, Voices has calculated that it will receive \$579,301 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 17%. Our LEA has demonstrated that it has met the proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language at Morgan Hill	Juan Carlos Villasenor (Principal)	jvillasenor@voicescharterschool.com (408) 791-1700

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of teachers are appropriately assigned and hold CA teaching credential or permit.	100% of teachers were appropriately assigned and hold CA teaching credential or permit, per requirements set by the California Commission on Teacher Credentialing.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Network staff will conduct credential review as part of the teacher hiring process and support our teachers' credentialing needs and conduct annual review of teacher assignments to ensure compliance and support our teachers for their credentialing needs. .1 FTE HR Specialist Salary + Benefits	\$7,138 Total \$6,000 (a) \$1,138 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's	\$4,496 Total \$4,125 (a) \$371 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's
Provide a competitive salary to attract and retain high quality teachers. Certificated Personnel Salary + Benefits	\$902,699 Total \$713,816 (a) \$188,883 (b) LCFF Base, Title I, EPA Object Code: 1000s (a), 3000s (a)	\$776,008 Total \$685,767 (a) \$90,241 (b) LCFF Base, Title I, EPA Object Code: 1000s (a), 3000s (a)
Provide coaching support to teachers in the classroom. 1 FTE Coach salary + Benefits	\$116,557 Total \$92,168 (a) \$24,389 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)	\$75,269 Total \$67,218 (a) \$8,051 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)
Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.	\$7,000 Total LCFF S/C Object Code: 5300	\$5,250 Total LCFF S/C Object Code: 5300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

N/A

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Actions and services were implemented as planned. Our coach and principal were able to provide teachers support and deliver weekly professional development. This professional development was focused around developing teachers' content knowledge in ELA and math standards.

Coaching and professional development continued even during COVID-19 distance learning. Teachers continued to receive weekly coaching sessions and regular feedback on their virtual teaching. In teacher surveys during distance learning, teachers reported feeling supported by their principal and coach.

Goal 2

Improve students proficiency and growth in key content areas, school-wide and for all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of students performing proficient on the CAASPP-ELA and Mathematics will increase: 3 percentage points from prior year	CAASPP/SBAC was suspended, therefore results were not available for the 2019-20 school year due to the COVID-19 pandemic. <u>Interim Assessment Results</u> <u>March 2020</u> Voices administered math and ELA benchmark interim assessments in 2019-20 before COVID-19 related school campus closures. - In benchmark 1 we had 3.7% of students proficient in ELA and 2% of students were proficient in ELA in benchmark 2. This was a drop of 1.7 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.

	In benchmark 1 we had 24.3% of students proficient in math and 37% of students were proficient in math benchmark 2. This was a growth of 11.3 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.
The percentage of students meeting their growth targets on the MAP Reading and Mathematics assessment will increase: 2 percentage points from prior year	MAP results not available for 2019-20 school year due to COVID-19 pandemic school closures. MAP administration suspended.
100% of students will have access to standards-aligned materials	100% of students have access to standards-aligned materials such as EL Education curriculum and Eureka Math curriculum.
100% of teachers will receive standards-aligned professional development	100% of teachers received standards-aligned professional development, including sessions on standards deconstruction, CCSS shifts and content knowledge developing protocols.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math. Illuminate (ELA/Math)-\$5.82/student; NWEA (ELA/Math)-\$12.50/student PKRS (K only)- \$4.06/student + \$30 manual.	Total: \$3,842 LCFF S/C Object Code: 5800	Total: \$3,825 LCFF S/C Object Code: 5800
Purchase standards-aligned core curriculum and materials ELA curriculum and materials costs-one time cost of \$3,638 (books), \$320 (teacher manual per grade (2nd-4th)	Total: \$4,218 LCFF S/C Object Code: 5800	\$18,522 Total LCFF S/C Object Code: 580

Purchase classroom technology including laptops, ipads, and projectors needed for blended learning. Dreambox-\$22.50 per student Achieve3000-\$42 per student +\$290 school site fee +\$2,695 for Professional Development Smarty Ants-\$4,545	\$42,146 Total \$30,796 (a) \$7,306 (b) \$4,044 © LCFF S/C (a) (b) © Object Code: 4400 (a), 5800 (b), 5900 (c)	\$48,631 Total \$24,603 (a) \$13,480 (b) \$10,548 © LCFF S/C (a) (b) © Object Code: 4400 (a), 5800 (b), 5900 (c)
Provide standards-aligned professional development and planning time (IPP) for teachers .3 FTE Principal Salary + Benefits	\$36,078 Total \$28,529 (a) \$7,549 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$32,362 Total \$28,916 (a) \$3,446 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

na

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The services and actions were implemented as planned. Voices believes in data-driven instruction and we have a summer kindergarten screener and three annual benchmark cycles that help Voices teachers modify instruction and meet student needs. We allocated funds to purchase curriculum, assessments, technology, learning platforms and professional development to support teacher development in their content knowledge, data analysis, reflection and instruction. During Voices data analysis, we break down results for subgroups such as Students with Special Needs and English Learners with the principal serving as a model for how to do this. Teachers consider student needs in planning for whole group reteach and small group support. Voices' priority in 20-21 was to launch a new ELA curriculum and build teacher content knowledge in ELA through training and coaching. The curriculum is especially aligned to our model of inclusive education and differentiation as it includes support for English Learners and students with special needs. All of Voices initiatives were fully implemented from August - mid-March with some small adjustments after the COVID-19 related school closures.

Voices purchased licenses for Illuminate, PKRS, and NWEA MAP in ELA and Math to track student proficiency and growth. Voices also purchased Dreambox, Achieve3000/Smarty Ants and classroom technology to supplement learning in both in-person and distance learning classrooms. Additionally,

Voices purchased ELA curriculum (EL Education) and teachers had online and physical access to curriculum guides. Teachers responded favorably to the new curriculum and as a result there was stronger teacher and student engagement in ELA lessons. One challenge was in our proctoring of NWEA MAP virtually for our 3rd grade students in the fall to gather baseline information. We ran into connectivity issues as well as having to troubleshoot independently for many students one-on-one. The testing took 2 weeks longer than planned and we did not assess all students.

Voices' benchmark assessments allowed us to respond to student needs throughout the year and modify instruction. The pandemic-related school closures caused us to reevaluate our technology, particularly in grades K-1 where additional Chromebooks were purchased. A total of 163 internet hotspots were purchased and distributed in the Spring of 2020 to our families. A success in distance learning was that the online adaptive learning platforms that we purchased in Achieve3000 and Dreambox were utilized by students and families at home.

The principal and coach were able to provide strong standards-aligned coaching to key grades throughout the year, and their support of key grades led to increased student proficiency in grades K-5 by the second benchmark. For example, from benchmark 1 to benchmark 2, the percentage of second grade students proficient increased by 18% in math. Multiple grades had double digit growth in math.

The onset of COVID-19 and the suspension of in-person instruction posed some challenges that led to creative ideas to support student growth. We were not able to complete our third round of assessments as we prioritized instruction and were still determining the best ways to proctor our interim assessments via Zoom due to the COVID-19 school closure in March. We were able to collect end-of-year data on key standards from the final units of instruction in math in grades K-5. This information was then used to plan for accelerated learning and to close unfinished learning in 21-22. We did continue to support teachers with virtual coaching and virtual professional development that was focused on data analysis, standards deconstruction, intellectual preparation and planning/instruction. Teachers continued to teach math and language arts standards four days a week with one day for professional development. One challenge we encountered was needing to take our Eureka and EL Education curriculum and turn it into a virtual curriculum. Both Eureka and EL Education provided guidance to varying degrees. With the support of network staff, teachers were able to modify pacing calendars and work across our network to create virtual lessons based on the original lessons. All books were scanned and students still had access to reading complex texts online. Additionally, teachers held office hours for all students so they could check in one-on-one with students in all subgroups.

Goal 3

Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of EL students making annual progress in learning English as measured by ELPAC will increase at least 2 percentage points up from the prior year.	ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.
The percentage of EL students reclassified to Fluent English (RFEP) annually will increase by at least 2 percentage points up from the prior year.	ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adaptive technology based, standards based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of \$290 + \$42 per license, Smarty Ants, set up charge of \$4,545. Purchase DreamBox, a flat fee of \$6,875.	\$23,396 Total LCFF S/C Object Code: 4400	See goal 2
Purchase LAS Links licenses to measure Spanish Language development. ((\$6.50 per student (K-8th)	\$1,957 Total LCFF S/C Object Code: 5800	\$1,358 Total LCFF S/C Object Code: 5800
Associate Teachers conduct summer ELPAC testing for ELs.	\$952 Total \$800 (a) \$152 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	\$1,596 Total \$1,428 (a) \$168 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)

Principal will manage leadership, intervention services and student performance. .3 FTE Principal Salary + Benefits	\$36,078 Total \$28,529 (a) \$7,549 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$32,362 Total \$28,916 (a) \$3,446 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
The Parent Liaison will coordinate all services for special populations (504, SPED, SST, truant, etc.) .3 FTE Parent Liaison Salary + Benefits	\$16,195 Total \$13,612 (a) \$2,583 (b) LCFF (a) (b) Object Code: 2000s (a), 3000s (b)	\$14,518 Total \$13,062 (a) \$1,456 (b) LCFF (a) (b) Object Code: 2000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 summer ELPAC testing was cancelled. However, Associate Teachers were still trained on ELPAC, prior to notice of cancellation.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services were implemented as planned. Adaptive technology licenses were purchased for SmartyAnts/Achieve3000 and Dreambox. Dreambox is used as an intervention program for math. These technologies were particularly useful as a way to provide differentiated and leveled support during distance learning to all students and subgroups in the Spring of 2020 (COVID-19 pandemic school closures).

Associate teachers were trained as ELPAC proctors but due to COVID-19 related school closures, ELPAC was not administered in Spring 2020. LAS Links (Spanish language proficiency assessment) licenses were purchased for the year. However, due to COVID-19 pandemic school closures, testing for LAS links did not occur in 2019-20 as Voices opted to place the highest priority on instruction and we were still figuring out systems for shifting all assessments to a virtual setting. We decided to prioritize small formative math and early literacy assessments instead so we could focus less on testing and more on responding to data for accelerated learning and small group support in 2020-21, as recommended by external academic partners.

The principal managed leadership, intervention services, ELD, 504 and IEP cases (alongside an Education Specialist) reviewed and responded to student performance data throughout the year. An instructional coach provided SST support throughout the year.

We had focused on co-teaching strategies in 2018-19 teacher professional development and SST intervention supports in 2019-20 with our instructional coach developing their strategies for intervention through training. We will continue to prioritize this work.

Moving to distance learning in the Spring posed some challenges in our goals, as we had to quickly determine how to provide services for all students with special needs and at the same time find staff to support across overall school functions. All students were provided their services very quickly after moving to distance learning in Spring of 2020.

Goal 4

Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they can participate fully in student learning and the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
At least 75% of parents will report on the annual parent survey that the school takes actions to ensure their child's safety	98% of parents surveyed on the annual parent survey agreed that the school took actions to ensure their child's safety
Maintain a low student suspension rate of $\leq 5\%$	The suspension rate for 2019-20 is 0%.
Maintain a low expulsion rate of $\leq 2\%$	The expulsion rate for 2019-20 is 0%.
Voices will maintain an attendance rate of $\geq 95\%$.	The attendance rate for 2019-20 was 95.6%.
Voices will maintain a middle school dropout rate of $\leq 2\%$	Goal met. 0% middle school drop out rate.

There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.	Student survey not administered due to COVID-19 school closure
There will be an increase in the percent of students that report school is a positive experience as compared to the prior year survey data.	Student survey not administered due to COVID-19 school closure
80% of stakeholders will respond to the annual satisfaction survey	85,5% of stakeholders responded to the annual satisfaction survey.
90% stakeholder rate school satisfaction overall with a grade of a C or better on annual satisfaction survey	98.5% of stakeholders rated school satisfaction overall with a grade of a C or better on annual parent survey
Parents have access to school information (LCAP, agendas, etc) in English and Spanish so they can fully participate as school decision makers.	100% of parents had access to school information in Spanish and English and the opportunity to fully participate as decision makers.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided. .4 FTE Custodian Salary + Benefits Supplies	\$19,755 Total \$11,180 (a) \$2,121 (b) \$6,454 © LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s (c)	\$11,595 Total \$6,939 (a) \$623 (b) \$4,033 © LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s (c)
Voices will provide a modern and suitable facility for students with all the amenities and safety components expected for implementation of our charter school program and maintain facility in good repair. Facility payment and Maintenance	\$107,711 Total \$15,363(5605/5606) \$10,506 (5502) \$4,176 (5920) \$5,108 (5501)	\$369,042 Total LCFF S/C Object Code: 5000

	\$72,558 (5601) LCFF S/C Object Code: 5000s	
School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner. .2 Business Manager Salary + Benefits	\$13,465 Total \$11,317 (a) \$2,147 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)	\$12,104 Total \$11,219 (a) \$885 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)
The Parent Liaison will promote an engaging, positive, and safe school culture and environment and execute a character development program. .2 FTE Parent Liaison Salary + Benefits	\$10,797 Total \$9,075 (a) \$1,722 (b) LCFF S/C (a) (b) Object Codes: 2000s (a), 3000s (b)	\$9,632 Total \$8,708 (a) \$924.00 (b) LCFF S/C (a) (b) Object Codes: 2000s (a), 3000s (b)
The Parent Liaison will concentrate time on school attendance and reporting. 0.2 FTE Parent Liaison Salary + Benefits	\$10,797 Total \$9,075 (a) \$1,722 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)	\$9,632 Total \$8,708 (a) \$924.00 (b) LCFF S/C (a) (b) Object Codes: 2000s (a), 3000s (b)
Principal time will be spent managing leadership, parent involvement and student culture. .3 FTE Principal Salary + Benefits	\$24,052 Total \$19,019 (a) \$5,033 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$32,362 Total \$28,916 (a) \$3,446 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
Contract services and/or purchase enrichment activities and supplies for students. Including CCCS aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs. \$10 per student for Handwriting without Tears (K-1st)	\$7,724 Total \$1,614 (a) \$6,110 (b) LCFF S/C (a) (b) Object Code: 5800 (a), 4110 (b)	\$6,161 Total LCFF S/C (a) (b) Object Code: 5800 (a), 4110 (b)

\$2,029 per student for Typing without Tears (2nd +) \$4,000 Art in Action		
Purchase annual parent independent survey services. Columbia Teachers College \$600.00 + \$2.00/parent	\$1,872 Total LCFF S/C Object Code: 5800	\$600 Total LCFF S/C Object Code: 5800
Hold a minimum of 4 parent workshops per year and provide child care and incentives.	\$571 Total \$480 (a) \$91 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	Child care not needed
Provide translation services for written materials.	\$2,000 Total LCFF S/C Object Code: 5800	Not needed (done internally)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Only 2 in-person parent workshops were held due to COVID-19 school closure. Additionally, paid translation services were not needed because staff was able to provide inhouse.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services for this goal were mostly implemented as planned before the school was shuttered due to the COVID-19 pandemic. Students benefited from enrichment classes. Our facilities are equipped with all the amenities and safety components expected for the implementation of our charter school program. Our custodian, clerk and Business Manager worked diligently to make sure the school grounds were maintained clean and safe for our assigned essential workers who needed to be on campus while students were assigned to virtual learning. These essential workers included office and administrative staff, custodians and food service workers.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	\$8,069	\$29,777	N
Purchase of additional curriculum to support all teachers teaching ELD.	\$3,376	\$	Y
Purchase of interim assessments/diagnostics math assessments (Achievement network)	\$12,450	\$8,986	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Voices also expended \$7,600 for an annual subscription to Parent Square, an app utilized for school to parent communication and for staff and parents to conduct daily wellness checks prior to entering the Voices campus.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and vaccines were more widely available to educators. We were able to bring our first group of students back on campus in mid-April of 2021 which was our Transitional Kindergarten/kindergarten and 1st grade students, at 50% capacity following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

Voices conducted a successful training program that included sessions on COVID-19 safety measures, revision of new or adapted operations procedures, hybrid instructional schedules and vision for culture, hyflex strategies for our instructional blocks, Special Education procedures and requirements, and socio-emotional learning and supports for students. Voices' training program started 3 weeks before our return date of April 12. Teachers had a minimum of two full days for planning instruction and setting up their classrooms. Feedback was positive with teachers reporting they felt safe and understood the rationale for returning for in-person instruction.

The operations leadership team was successful in setting up classrooms and campus stations with personal protective equipment and disinfectant supplies. All classrooms were set up to follow social distancing guidelines. All staff members and students have access to PPE as needed. School campus is cleaned and sanitized daily and deep cleaned once a week. Per our Safety Plan, Staff members were brought on campus safely to practice protocols. Additionally, Voices purchased a parent communication system called Parent Square which we were able to use as our COVID 19 tracker. All parents and staff complete a Wellness survey on Parent Square prior to coming to or bringing students on campus.

Voices' 2nd-3rd grade teams followed the K-1 teams, attending all trainings and having similar planning sessions. Per our Bridge Plan, they returned 2 weeks after our K-1 team and only since conditions were assessed as safe to do so. Our 4th-5th grade teams will follow and all grade-levels in this gradual ramp up receive PPE.

In addition to the supply of PPE that was provided by the state, it is replenished as needed. Plexiglass barriers were also purchased and placed throughout the main office and classrooms to provide additional safety for our students and staff.

Our in-person instructional offering includes ELD (English Language Development) instruction 4 days a week. Every TK-5 teacher received 5 days of training in ELD this year and thus curriculum had to be purchased to support all teachers. Curriculum included teacher-facing manuals as well as student materials. In previous years, English learners switched classrooms per their English proficiency levels. As mixed cohorts were not allowed per our safety guidelines, we had mixed proficiency groupings for ELD. A challenge that came up during in-person instruction was how teachers could best support "Group C". Group C is Voices 100% distance learners due to parent choice. Teachers requested support for teaching these students and Voices provided training on hyflex instruction, or simultaneously teaching students online and in-person. Our team provided sample videos of ELD hyflex instruction (in addition to guided reading, math and ELA instruction) and a guidance document for teachers to follow that included technology set-up and tips for student engagement.

Our students were excited to be on campus for in person learning. Voices students who logged in via Zoom for key parts of the day were also re-energized to do their distance learning. Teachers reported feeling this joy again due to having students present in person.

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer Achievement Network Interim Assessments with our distance learning program for

the Fall of 2020 and Winter of 2021 in grades 2nd through 6th. Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive. Teachers and the leadership team analyzed student results each benchmark during Voices' Results Oriented Cycle of Inquiry. Only 2nd grade will use Achievement Network assessments in Spring of 2021, per our regular assessment calendar. They will be done in-person.

Other interim assessments purchased for in-person instructional offerings also served us well in our distance learning program. Voices was able to successfully pilot and fully implement StarCBM and Star Early Literacy via remote testing. Teachers used student results to address early literacy gaps in virtual instruction. Teachers also used BookNook (an online reading platform) for reading intervention, though it was conducted virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	\$4,560	\$1,550	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	\$25,890	\$49,589	Y
Purchase of materials for take home kits and laptop bags for every student	\$39,376	\$18,589	Y
Mailing costs for work packets to be sent home	\$1,000	\$5,684	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance

Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Students in TK-6 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers in grades TK-3 providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, TK-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

English Learners received English Language Development classes 4 days a week from a trained teacher. We continued to provide online reading intervention classes for some of our students as well, who were identified through the Student Services Team process.

All students were given a take-home kit and work packet each month. Teachers compiled materials and our Special Education teachers made differentiated packets or supplemental packets for students with IEPs. Take-home kits included school materials as well as needed manipulatives, novels, texts or handouts. At first these materials were mailed home. Voices then moved to a system to have parents come each month to pick up their supplies and drop off the previous work packet.

We had successes in that we were able to mitigate significant learning loss. Overall, our scores increased year-over-year in ELA proficiency in benchmark 2 (an increase of 5 percentage points). There was some loss year-over-year in math overall proficiency (a decrease of 1%), though some grades performed similarly in benchmark 1 and benchmark 2 in 19-20 and 20-1. year.

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home visits. We purchased a total of 164 new chromebooks and 60 ipads in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased 52 hotspots for students that did not have access to the internet. One success that we had was our technology services to troubleshoot with families if they were having trouble connecting. Families who needed additional support were able to schedule appointments for curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

Pupil Participation and Progress: Voices tracked pupil participation using daily and weekly attendance trackers and recorded into PowerSchool. Teachers, Principals and Deans of Culture used the tracker to keep records regarding student participation and to reach out to families as needed. Voices' Dean of Culture also kept a communication log to track parent communication and interventions that were put in place to support engagement and track progress. Interventions included morning check in prior to Zoom sessions, support in breakout rooms to redirect attention to increase focus, and parent/guardian meetings conducted via phone or Zoom to set and clarify student expectations that the parent/guardian could promote at home). We also had a Special Education services tracker which was maintained by our Special Education department to track services and minutes completed for students with IEPs.

Student academic progress was tracked via Achieve3000/Smarty Ants and Dreambox Learning (our asynchronous applications). We also used SeeSaw (TK-1) and Google Classroom (6-8) to post assignments or quizzes, track completion and give students feedback.

Teachers were able to keep students engaged in distance learning by using engaging platforms such as PearDeck or NearPod. This allowed the teacher to build in checks for understanding, practice items or help facilitate group work. Teachers also used the Zoom chat and breakout room features. Students were taught how to use these features to engage with classmates throughout the day.

One challenge was that as the months of distance learning passed, we saw less engagement with online learning in Voices upper grades. Some of our upper grade students had disengagement by turning off their cameras, not submitting or completing assignments or engaging fully in breakout rooms. Our teachers and coaches met regularly to come up with engagement strategies. The plan included time to reset classroom culture as well as strategies for doing Socio-Emotional Learning, building student academic habits with engaging age-appropriate topics and check-ins.

Voices tracked student progress informally and formally via assessment where students either completed an online task or showed their white boards to the screen, or a teacher or associate teacher checked in on students in breakout rooms. We also continued our daily exit tickets in math and ELA, and our interim assessments in reading, literacy, math and ELA. Teachers reviewed this data to determine which students needed additional support.

Teachers and the Dean of Culture used ClassDojo to communicate with families as needed about pupil participation. The Dean of Culture also contacted families directly to discuss needed support. Additionally, Voices hosted a virtual parent support event at the start of the year called a Day of Support/Día de Apoyo and conducted a Network-wide Parent Education session on "Making Technology Work for You".

Distance Learning Professional Development:

Voices started the year out with a full month of training for new teachers that was focused on culture-building, Voices curriculum and online management strategies. Our returning teachers also had 2 weeks of training and planning that included synchronous sessions about online teaching strategies (how

to engage students online, how to set up technology for distance learning, how to teach our curriculum online) and asynchronous modules to learn online teaching platforms (Google Classroom, Pear Deck, GoFormative etc.)

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation. On our Spring 2021 survey, 74% of staff felt positive about our professional learning community. Other staff, including associate teachers, were provided trainings as needed.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. Their feedback was used throughout the year to tweak communication and training. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide.

Staff Roles and Responsibilities:

This year Voices trained associate teachers (ATs) for longer periods in the summer. ATs attended classroom management sessions over a few days and our literacy practices. They also participated in online learning strategies trainings and they were able to practice an online lesson along with teachers. We did this in response to staff feedback where associate teachers, teachers and school admin all saw a need for more training of Voices ATs.

Resources were provided to teaching and associate teaching staff, such as a Voices laptop to do their work. We reimbursed for phone and internet use, per our policy. All teachers and associate teachers had daily time to plan their lessons. Teachers had Wednesdays to use for professional development, data analysis, lesson preparation and lesson planning.

Teachers and associate teachers were given regular surveys and asked for their input during weekly Wednesday Professional Learning Community blocks, weekly coaching and all staff distance learning launches. These were opportunities to provide feedback on the experience of virtual teaching in order to modify site training or plans. As a result, communication was strengthened. One piece of feedback the team focused on was communicating on a timely basis with staff and parents. Systems of communication were discussed as a team and clarified to staff and parents. We worked hard to ensure teachers were in the loop. In the end 81% of our staff agreed that Voices has a positive school climate.

Voices hired a COVID-19 Liaison to support and address COVID-19 related issues and/or concerns. The COVID Liaison implemented and conducted audit safety protocols and staff training with the support of the school site Business Manager. Additionally, the COVID Liaison consistently keeps up with the rapid changes to the state COVID-19 regulations.

Voices made adjustments to school site staff assignments and schedules to support meal distribution, assemble furniture, and prepare and distribute student work packets and supplies. All school site staff

were provided COVID-19 safety training which included food safety guidelines. School site support staff and kitchen staff supported with distribution of meals to students through curbside pick up.

Support for Pupils with Unique Needs:

Voices provided designated ELD 4 days per week via distance learning, with all TK-5 teachers trained in strategies and curriculum. We also included best practices for English Learners in our summer training so teachers could use them throughout the year (content and language learning objectives, sentence frames and stems, visuals).

Special Education services were provided 5 days a week for any students with these services based on their IEP. These included the coordination of virtual push-in or full-inclusion services, one-on-one online sessions for Speech and Occupational Therapy (OT) therapy or behaviorists. Voices provided all minutes of service to students.

One challenge we faced was in supporting students in-person even during distance learning. We had planned to have a small in-person cohort open in the winter of 2020 for students who needed additional supports for engagement and who needed one-on-one support per their IEP or Student Support Team plans. We would have followed all guidelines set by the state for small stable cohorts. However, the rise of cases in November/December which moved us into the purple tier meant that we did not move forward with this cohort until Spring of 2021.

One of the successes we saw as a result of distance learning was that parents' relationships became even more important and they were strengthened as a result of constant communication. If a child was absent, our Special Education staff directly called parents. This also helped us engage more parents to be more familiar with the details of their child's IEP.

Voices teachers and ATs worked with students with unique needs throughout the day in small groups, per our learning model. We used data to make these small groups, which showed our English Learners and Students with Special Needs still needed more support.

Teachers made weekly calls home to parents/guardians and office staff contacted parents/guardians as needed. At the start of the year, students and families who needed more frequent touch points were in contact with school staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	\$37,879	\$29,078	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support.	\$8,543	\$1,611	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A success was the training Voices provided to our teachers in addressing unfinished learning in math and ELA. We did this in our summer training and then throughout the year during teachers' monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network and Navigator/Accelerator). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We updated our math weekly data meeting tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were behind, including those in subgroups. As research has shown, the area most impacted by distance learning and the pause of in-person instruction in underserved communities was math. Voices Morgan Hill saw this as our scores dropped 8 percentage points year over year. We zeroed in on the grades that needed most support by providing more coaching to teachers.

Voices continued to focus on accelerated learning in ELA by providing professional development on text complexity in grade-level texts. We also re-assessed ELA data meetings and noted that they did not happen consistently and there was not much guidance for them. As a result we trained teachers in how to look at student work and create reteach plans for ELA. Teachers provided feedback that our ELA curriculum in grades 2-4 was difficult to navigate in an online setting. We were able to shift our curriculum mid-year when the publisher created "Flex Curriculum" for online or hybrid learning. Teachers responded positively to this change as it meant lessons were easier to navigate throughout the week and resources were created for online settings. In ELA, we actually were able to mitigate learning loss. In one year, we had a 11 percentage point increase in students proficient in ELA (Winter Benchmark in 2020 to Winter Benchmark in 2021).

For English Language Development, as previously mentioned, Voices is proud we provided 4 days of designated ELD instruction in distance learning. Teachers were given a pacing calendar, though a challenge was timing. We found that online lessons took longer to deliver than in-person lessons. We also had 15 minutes less for ELD than usual - the reason for that being we were trying to provide a high quality program while trying to balance teacher/parent feedback on screen time. That, coupled with only 4 days a week made for much slower pacing. As a result, teachers tended to get through half the units they normally would in a school year. We are looking at this as a focus in the next year.

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. On Wednesdays, when most teachers had a full day for planning, our Special Education department continued to teach and meet students for goals sessions.

Voices ATs were trained in foundational literacy skills. They led sight words and fluency instruction in grade TK-3 online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms. Additionally, we used our 19-20 and 20-21 formative assessments to help us make plans to fill in gaps in literacy.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen. This more detailed SEL professional Development was offered in a staggered manner to grade

levels K thru 1st, 2nd and 3rd, and 4th and 5th in order for Teachers and ATs to receive grade-level relevant ideas and suggestions of age appropriate implementation.

- Voices selected The Toolbox Project as a supplemental SEL curriculum and leveraged these lessons across all grades. The Toolbox Project naturally encourages social equity through empathy, understanding and 12 skills or practices to navigate challenges of everyday life.
- Voices also hosted 4th thru 6th graders for SEL support during office hours.
- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020 with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.
- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.
- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

Voices conducted a Network-wide Family and School Relationships survey for the parent/guardian community to gather actionable data on the following:

School Climate - Perceptions of the overall social and learning climate of the school;

Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school - area of strength;

School Safety - Perceptions of student physical and psychological safety at school - area of strength and;

Family Support - Families' perceptions of the amount of academic and social support that they provide their child with outside of school - area of opportunity.

Voices previously used hard copy surveys, however, given Voices families had been more exposed to technology given the virtual setting, we opted to implement an online survey which resulted in a 72.6%

response rate. This response rate was quite successful given the COVID-19 fatigue parents/guardians were experiencing and results were extremely favorable.

- Voices utilized a tiered approach to address student social emotional and mental health concerns:

- Tier I strategies target all students and most students can be successful with this level of support.
- A Tier I strategy used on a weekly basis is Plaza Comunitaria which teaches and reinforces Voices core values (Si Se Puede Attitude and In Lak'Ech), school-site values (Activism and Scholarship) and character traits and is an opportunity to celebrate successes and build culture. This weekly activity promotes connectedness for students and community building which serves to provide a sense of stability for students. Another example is regular classroom check ins with students to hand out Character Counts! Tickets as a way to acknowledge character traits being promoted.
- Tier II supports are for students that need a little more attention and support. They need adults to know them a little bit better in order to know what adjustments need to be made. Voices Dean of Culture and other school leadership staff took the lead on these actions as the re-engagement team.
 - Tier II strategies included Deans of Culture monitoring attendance and engagement, regular communication with parent/guardian on observations and feedback from Teacher, Morning check ins via phone prior to Zoom session, leveraging break out rooms on Zoom to redirect student to encourage greater ability to focus, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), family meetings and SST meetings.
- Tier III supports were needed by a very small fraction of the student population (less than 2%). Students and families received individualized support and modifications. These plans were adjusted for students as needed.
 - Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs.
- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well-being on a regular basis.
- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

-Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.

- Given the prolonged impact of COVID-19 and need for parent/guardian support during virtual learning, in many cases, parents supporting multiple students at home and juggling working from home, parents'/guardians' bandwidth was stretched thin. This impact to parents'/guardians' schedules resulted in the Dean of Culture having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies than in previous settings as they were less available to take these calls.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes include the following:

- Voices utilized a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English):

- Tier I strategies target all students
 - Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in weekly parent newsletters, sending text messages to whole school population after winter and spring break with reminders to return to school
- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Dean of Culture and other school leadership staff took the lead on these actions to form the re-engagement team.
 - Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, reminder text messages, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), family meetings and SST meetings to discuss impact on learning as a result of being absent.
- Tier III supports are needed by students demonstrating chronic absenteeism.
 - Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

- Parents/guardians experiencing pandemic fatigue several months into the school in addition to the needed support during virtual learning. Many families were supporting multiple students at home and juggling working from home, not to mention that many Voices families were faced with financial hardship. This resulted in parents'/guardians' bandwidth being tested daily with the resulting impact

being the Dean of Culture having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies then in previous settings. The Dean of Culture remained diligent and was eventually able to connect with families to support with Tier II strategies and connection to community resources.

- Dean of Culture had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The U.S. Department of Agriculture Food and Nutrition Service announced waiver extensions through the end of June 2022, so Voices will continue providing free nutritious meals to our in-person and distance learners. Although student meal applications were not required for students to obtain a meal, Voices collected 95% of meal applications via regular mail and during scheduled family work packet distribution days. Additionally, school site assistance was made available to support any families who need help filling out the meal application. Families mailed their application to the school site in a self addressed stamped envelope.

Voices provided school site staff and families training on safety protocols for those students consuming their meals in the classroom during hybrid instruction in order to maintain a safe environment.

Voices also partnered with Martha's Kitchen to provide families with a hot dinner and a box of food each Wednesday from 6:00pm to 7:00pm.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	\$10,200	\$11,045	N
N/A	Translation services for written parent resources and communications	\$3,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	\$5,152	\$	Y
Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	\$620	\$200	Y

School Nutrition	Providing nutritious meals to all students	\$158,528	\$108,976	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in the actions and services identified.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Voices learned a variety of important lessons that will impact our goals and actions moving forward. They are broken down into the following sections:

Access to standards-aligned materials

-Voices will continue to support teachers' understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in teachers' understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

-Training our associate teachers (ATs) was key in this year of distance learning. Having Voices ATs attend summer training with teachers was well received by staff at all levels. It made distance and in-person instruction much more effective. Voices also trained ATs alongside teachers for in-person instruction. We would like to continue training our ATs during the summer and throughout the year, on engagement strategies as well as the instructional pieces they own. This year Voices needed to provide them with a laptop to support distance learning, which was not provided to them in previous years. We would like to continue to provide them this technology in order to plan for their work with small groups at school when we return to in-person instruction this year and in future years.

English Learners support

It was exciting to be able to provide all TK-5 teachers with designated ELD and Systematic ELD training, which was our response to a request we had heard for many years. However, providing this training to all TK-5 teachers meant we had to purchase more curriculum and teacher training manuals. We do see this as a continued area of focus. Voices will continue to develop teachers' understanding of language development and both designated and integrated ELD. Additionally, Voices will add staff that can lead this work at the school site so that we can have a Student Services Manager focused on special services and an English Learner Specialist who can focus on ELD training and coaching. This is an area of focus at our school site. We are committed to increasing student outcomes in this area.

Special Populations Pupil Achievement

This is an area of focus at Voices and we are committed to increasing student outcomes in this area. We were proud of our work in providing regular services to students with IEPs even in a remote setting. We want to build on this work by strengthening the internal supports we provide students. We are focused on better training for our special education staff for next year.

Overall pupil achievement and learning loss

Voices will continue to use formal and informal assessments to track pupil progress. This means continuing and strengthening our use of online learning platforms that are differentiated and adaptive for students (Achieve3000, Dreambox). It also means training our intervention teachers to review this data regularly to share updates with the rest of staff.

We will continue to use our interim assessments and partner with Achievement Network to look at data. These interim assessments help us see where we stand overall and make plans for individual students.

We will continue to use some of the software we purchased for distance learning which made instruction both engaging but also helped teachers track data more effectively such as GoFormative.

Student Engagement

While Voices maintained a strong attendance rate throughout the year, we see disengagement from students of concern. We made progress with our students in middle school by training teachers, resetting class culture and creating tiered initiatives for re-engagement. However, we want to continue to partner with our parents and provide supports for these students.

Given the COVID-19 pandemic and cause for concern about students' mental wellness, we adopted a Socio-Emotional curriculum this year and will continue this work next year. Voices is considering hiring additional middle school staff to focus on advisory curriculum and engagement activities for our middle school students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess pupil learning loss and address it in the next few years. Our 2021-24 LCAP includes key strategies around assessment, engagement, teachers support and specific tiered student support. We know that the pandemic has impacted teachers' greatly. We are looking to provide helpful supports for teachers including hiring associate teachers, provide consistent coaching and training to help retain the teachers we do have and provide an attractive work environment in the case of a teacher shortage following the pandemic. We will continue to use formative assessment to gauge learning progress for our students and use that data to differentiate instruction as needed or provide more specific interventions. We have learned many strategies about re-engaging students and families and training staff on engagement. The 2021-24 LCAP includes actions to support specific students or groups that could disengage due to learning loss. Finally, we know that our traditionally underserved populations such as students with special needs and ENglish Learners will most be impacted by the pandemic-related learning loss. We are working to address that learning loss by providing training and coaching to teachers on how to accelerate learning of these students, training on how to use the curriculum to provide strong tier 1 and tier 2 instruction, how to differentiate and how to use specific strategies for English language learners in the coming years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

[There were no substantive differences in the actions and services identified.]

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data and reflections represented here have helped us create our 21-22 through 23-24 LCAP. Our goals for that LCAP include a focus on English Learners, Students with Special Needs, increased staffing and training, and stronger student and family engagement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Mount Pleasant	Christina Deberry (Principal)	cdeberry@voicescharterschool.com (408) 571-6404

Plan Summary 2020-21

General Information

A description of the LEA, its schools, and its students.

Voices College Bound Language Academy at Mount Pleasant (Voices MP) is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

Voices MP currently serves 315 Kindergarten-6th Grade students across our school. Our student population is 45% English learner (EL), 40% are classified as Low Income and our LCFF Unduplicated count is 71%. (Data from [Dataquest](#)) Voices MP students represent a variety of backgrounds and experiences, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of Voices MP’s core values is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019 California Dashboard and local data, here are some successes from the 2019-20 and 2020-21 school year:

- Our suspension rate is “Green” on the Dashboard. All subgroups but one (1) are green, with the other being in yellow.

- Voices MP were able to mitigate significant learning loss in math and ELA during the COVID-19 pandemic. In our analysis of year-over-year results for our interim assessments, students are performing at similar levels as they were before we went into distance learning. For example, between the 2019-20 ELA second benchmark interim assessments to the 20-21 ELA second benchmark we had a 5% increase.
- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading. With our distance learning, students had a live one hour lesson in ELA and math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis and weekly intellectual preparation (lesson internalization).
- Voices MP met all of our local indicators. Based on local data, successes include:
 - We were able to provide virtual English Language Development (ELD) for all English Learners. All TK-5 teachers were trained in designated ELD via EL Achieve's Systematic ELD training program and curriculum. ELD was done 4 days per week virtually and then 4 days per week when grades began in-person instruction.
 - All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.
 - We were able to provide some in-person support to cohort groups before most of our general population was invited back on campus. These groups included students with IEPs who had one-on-ones in grades 2-6 or students who were consistently absent or not engaged/participating in middle school.
 - We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Voices MP has been working hard on tackling chronic absenteeism at our school site, as this was an area identified as red in the 2019 Dashboard where we had 12.2% of students chronically absent. Our English Learner subgroup was also red (46% of our students are English Learners). Our students with disabilities were orange in this category. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020 and 2021, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent newsletters, sending text messages to the whole school population after winter and spring break with reminders to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, parent/guardian meetings, home visits (being mindful of safety protocols of social distancing, wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent. Tier III supports are needed by students demonstrating chronic absenteeism. Tier III strategies included: referring students to outside support and

providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent. Students and families received individualized support and modifications. These plans were adjusted for students as needed.

Of Voices MP's total student population, 45% are English Language Learners and 12% are students with disabilities. Our internal data shows that these subgroups are performing at lower proficiencies than our overall population. We would like to target this area for improvement in both ELA and Math. Below are some previous steps and next steps

- Voices adopted a new curriculum, EL Education, that has built in references and to target students with disabilities and English learners. We are ending our 2nd year with this curriculum and teacher response has been positive. EL Education provided a flex curriculum for distance learning so we were able to continue building our momentum in the implementation of this curriculum.
- Voices provided English Language Development training to all of our TK-5 teachers. The training included 5 different sessions that covered our ELD curriculum or spoke to ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Prior to this year, we only provided this training to teachers of Systematic ELD.
- In 2019-20, our department of special populations focused on Student Success Teams and interventions. Our Student Services Manager was trained in strengthening interventions to support students with SSTs and how to monitor their progress. This also helped her build a toolbox of strategies for supporting the Special Education team.
- Voices MP continued to do deep dives into interim assessments, where student work is individually reviewed. As a result, teachers were able to plan whole-group reteach lessons or small group and one-on-one supports. This also helped the teacher and admin team focus on "target students" or students who would be a focus and represent the class. This data was reviewed regularly.
- We continued to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach worked directly with grade-levels that needed more support in order to increase student outcomes. These sessions also helped teachers understand the ELA standards and texts they were teaching and to construct exemplars before teaching a lesson. These sessions also helped teachers understand the math standards and to construct exemplars before teaching a lesson. We also developed an ELA data meeting tracker and continued to use our math data meeting tracker in order to provide teachers feedback on their analysis and ensure that they were looking at all students and creating small groups.
- We held training sessions on backwards planning from interim assessments in both math and ELA. Teachers broke down passages in order to build their own content knowledge. They completed examples of specific items on the assessment to build their content knowledge.
- Weekly coaching sessions based on observation in either math and ELA. In some cases teachers were also observed in English Language Development and received additional coaching to support English Language Learners. We hope to continue these action steps next year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP address supports for students and staff coming off of a year of mostly distance learning in 2020-21. It also addresses pupil learning loss as a result of COVID-19 pandemic and areas of growth per the 2019 California School Dashboard. We reviewed our internal data and stakeholder input to create 4 goals. These 4 goals address all 10 of the state priorities. Altogether they promote the achievement of all students, and in particular key subgroups of English learners, they ensure our teachers are supported to deliver high-quality instruction, and that our school community (parents, students, staff) are engaged in a number of ways.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Voices MP knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices MP held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and stakeholder feedback was collected.

Opportunities for parents to discuss these topics:

Cafecitos: Once a month

ELAC Meetings: November 20th, January 19th, March 4th, April 22

Parent Workshops: September 24th, October 22nd, November 17th, December 10th, January 21st, March 15th

Parent Leadership Meetings: September 22nd, November 10th, December 8th, April 15th

LCAP Overview Meeting for Staff and Parents: May 18th

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholder groups are listed below.

Strengths included:

Annual SEL survey topics (all staff, students in grades 4-6, and parents/guardians)

School climate rated positively:

Teachers 62%

Other staff 63%

Parents/guardians 77%

School Safety rated positively:

Parents/guardians 83%

Teacher-student relationships rated positively:

Students 4th and 5th grade 76%

Students 6th grade 71%

Strengths of LCAP stakeholder survey:

65% of respondents reported they were highly satisfied or satisfied with efforts to address student emotional wellbeing, 25% were neutral.

55% of respondents reported they were highly satisfied or satisfied with efforts to support family and pupil engagement, 40% were neutral

65% of respondents were highly satisfied or satisfied with in person instruction and safety, 25% were neutral.

Areas of opportunity included:

Annual SEL survey (all staff, all students in grades 4-6, and all parents/guardians).

55% of students in grades 4th and 5th reported challenging feelings (higher scores indicate less frequent challenging emotions.)

39% of students in 6th grade reported challenging feelings (higher scores indicate less frequent challenging emotions.)

44% of teachers reported that feedback received covers all aspects of their role.

Professional Learning rated positively:

Teachers 33%

Other staff 54%

LCAP stakeholder survey:

30% of respondents reported they were highly satisfied or satisfied with efforts to mitigate student learning loss and 41% were neutral.

Other input from: The most often suggested idea from families was to include more reading support, more activities, and providing counseling and continued social emotional learning for students.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Voices MP thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions.

Voices MP will hire additional teachers to provide classes and activities for middle school students during the school day. The support of these teachers will also allow more planning time for classroom teachers. **Goal #3**

Additionally, Voices MP will continue to focus on student wellbeing by supporting them to build coping skills. We will provide advisory for middle school students and continue to implement an SEL curriculum **Goal #3**

Voices MP will also provide additional academic support for students to mitigate learning loss. We will hire additional associate teachers to provide small group instruction and tutoring and provide adaptive technology intervention programs. **Goal #2**

And Voices MP will provide more coaching for teachers so that they can deliver highly effective instruction. **Goal #1, #2**

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Internal interim math and ELA assessments show that when we pull our English Learners in comparison to RFEP and English Only students, our ELs are performing at lower proficiency rates. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

CA School Dashboard-Academic Indicator English Language Arts average scale score distance from standard	Distance from Standard 18-19 All Students: 17.9 points below Hispanic - 23.9 points below English Learners - 32.1 points below Socioeconomically Disadvantaged - 32.1 points below standard Students with Disabilities - not available* .				All Students - 7 points below Hispanic -13 points below English Learners - 22 points below standard Socioeconomically Disadvantaged - 22 points below standard
CA School Dashboard- Academic Indicator Math average scale score distance from standard	Distance from Standard 18-19 All Students - 17.8 points above standard Hispanic -11.6 points above English Learners - 9.5 points above Socioeconomically Disadvantaged - 11.6 points above Students with Disabilities -not available*				All Students - 17.8 points above standard Hispanic - 11.6 points above English Learners - 9.5 points above Socioeconomically Disadvantaged - 11.6 points above

[CAASPP Data](#)

Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC)

ELA Meeting or Exceeding Standard 18-19

All Students - 41.79%

Hispanic - 39.34%

English Learners - 24.24%

Socioeconomically Disadvantaged - 34.55%

Students with Disabilities N/A*

Math Meeting or Exceeding Standard 18-19

All Students - 55.07%

Hispanic - 53.96%

English Learners - 42.42%

Socioeconomically Disadvantaged - 55.55%

Students with Disabilities N/A*

*In order to protect student privacy, data is suppressed because 10 or fewer students tested.

All Students - 48%

Hispanic - 48%

English Learners - 30%

Socioeconomically Disadvantaged - 42%

Students with Disabilities - 30%

All Students - 55%

Hispanic - 55%

English Learners - 45%

Socioeconomically Disadvantaged - 50%

Students with Disabilities - 30%

CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	2019 CA Dashboard 36%				43% of English language learners progress at least one level or maintain
Data Quest Percentage of students redesignated Fluent-English Proficient since last census	19-20 9.8% reclassification rate				12% reclassification rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our TK-7 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	\$8,507	Y

Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	\$2,000	Y

Goal 2

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

An explanation of why the LEA has developed this goal.

Two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. Our internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-7 in Benchmark 2	27% of students proficient in 20-21				45% of students meet proficiency in Benchmark 2
Internal ELA Assessment 2-7 in Benchmark 2	17% of students proficient in 20-21				30% of students meet proficiency in Benchmark 2

MAP Assessment Growth Goals	ELA 54% met MAP growth goal				62% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
MAP Assessment Growth Goals	Math 55% met MAP growth goals				62% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
Professional Development Calendar*	100% of teachers receive academic content and performance standards professional development				100% of teachers receive academic content and performance standards professional development
Curriculum and Assessment inventory/ procurement list*	100% of students have access to standards-aligned materials				100% of students have access to standards-aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS	\$22,555	N

		kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.		
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	\$7,700	Y
Action 3	Staff Coaching support	If we provide staff with coaching support through a full-time coach in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	\$235,044	N
Action 4	Associate teachers in grades K-4	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students.	\$242,458	Y
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom technology such as student laptops and iPads and programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	\$72,263	Y

Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	\$3,100	N
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.	\$92,698	N
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	\$3,492	N

Goal 3

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

An explanation of why the LEA has developed this goal.

Our Dashboard, internal data and observations, and family input indicate that student engagement is an area to address. Based on the school Dashboard, Chronic Absenteeism is an area to improve. Additionally, our internal tracking systems show that while overall attendance goals are regularly met, there is a select group of students who we need to target and engage for attendance, particularly in the upper grades. A 3rd party independent survey given twice during the school year has also indicated that while teacher-student relationships are strong, student engagement is an area of growth. Only 57% of 4th and 5th grade students responded favorably and only 50% of 6th grade students responded favorably. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. Students need to rediscover the joy in school once

more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Additional staff and training is needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making* Sign-in sheets/survey counts	57% survey response. No baseline (sign in sheet) parents/guardian participation LCAP meetings				At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year.
Parent participation in programs for unduplicated pupils* Sign-in sheets and training dates	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class
Average daily attendance rates as of May 2nd (P2)	19-20 data (due to pandemic closure) ALL 88% ELs 88.83%				Attendance rate of $\geq$ 95% for All students Attendance rate of $\geq$ 95% for ELs

	SES on red 88.46%				Attendance rate of $\geq$ 95% for low SES
Chronic Absenteeism rate as of May 1st (Voices chronic absenteeism tool)	19-20 data (due to pandemic closure) All -13.3% Chronically absent on CA Dashboard EL - 10,9% Chronically absent on CA Dashboard Hipanic - 13.6% Chronically absent on CA Dashboard Socioeconomically Disadvantaged - 13.8% Chronically absent on CA Dashboard				All <10% chronically absent per Voices chronic absenteeism tool EL <10% chronically absent per Voices chronic absenteeism tool Hispanic <10% chronically absent per Voices chronic absenteeism tool Socioeconomically Disadvantaged <10% chronically absent per Voices chronic absenteeism tool
Middle School Dropout Rate as of May 1st	0%				Voices will maintain a middle school dropout rate of $\leq$ 2%
Percentage of Student Suspended as of May 1st (PowerSchool)	As of 19-20 All - 0.1%				Maintain a low student suspension rate of $\leq$ 5% for all students
Student Expulsion Rate as of May 1st	0%				Maintain a low expulsion rate of $\leq$ 1%
Panorama Post Student Supports + Environment Survey Percentage of	68% of students grades 4th-5th responded favorably				At least 70% of students respond favorably

students grades 4-8 responding favorably to survey Sense of Belonging section*	57% of students grades 6th-8th responded favorably				
Panorama Post Family-school relationships survey data (School Safety question)*	88% of parents/guardians responded favorably				At least 80% of parents/guardians will respond favorably to the school safety survey question
Broad course of study provided to all students, including unduplicated pupils (as measured by report card)*	100%				100%
Walk-through Safety Tool*	At least 4 walkthroughs per year				At least 4 walkthroughs per year

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Middle School Engagement	Voices will hire two middle school enrichment/specials teachers to provide Advisory and social emotional tools to middle school students and to teach engaging specials courses such as art, advisory, physical education, etc. Based on Voices anual SEL surveys and parent input, middle school students in particular need this focus after almost 1.5 years of distance learning.	\$152,498	N
Action 2	Dean of Culture	Voices will hire and retain a Dean of Culture that 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 Curriculum	\$90,029	Y

		and oversee enrichment programs at the school for K-7. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students		
Action 3	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as Playworks or dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas	\$5,800	N
Action 4	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	\$1,359	N
Action 5	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner	\$853,425	N
Action 6	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Clerk will concentrate time on school attendance and reporting.	\$131,584	N

Goal 4

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

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved a low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and

our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program (Voices BTSA list)*	100 % Eligible Teacher complete induction program within eligibility period				100 % Eligible Teacher complete induction program within eligibility period
Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	\$17,500	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	\$16,776	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	\$1,191,358	Y
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the	\$5,520	N

		fall, and coaches can return to this training as a foundation for coaching teachers.		
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	\$2,825	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

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

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27%	\$808,700

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The majority of Voices students are implicated (78%), thus even services provided to the entire school (All Students) principally target the needs of unduplicated students.

Furthermore, Voices has a multi-tiered system of supports, that said, assessment and support systems will identify underperforming students and therefore will primarily serve those student groups with the highest needs and is principally directed toward our unduplicated students.

Goal 1, Action 2 Standards Aligned Curriculum- Our unduplicated students, especially our ELs need specialized strategies in order to access curriculum. The core curriculum that Voices has implemented provides these language learner strategies for teachers to implement.

Goal 1, Action 4 Associate Teachers in Grades K-4- Our data demonstrates that unduplicated students have the most opportunity for academic growth and achievement. ATs will pull small groups of students for differentiation and tutoring in class that will lead to increased academic achievement on state and local assessments.

Goal 1, Action 5 Technology and programs for adaptive intervention programs- Our data demonstrates that unduplicated students have the most opportunity for academic achievement. Technologically based adaptive programs will meet students where they are and lead to increased academic achievement on state and local assessment.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Voices be effective in meeting LCAP goals and the identified needs of the unduplicated student groups.

Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is a charter school with a mission designed to meet the needs of historically underserved students which include unduplicated students (78%). In addition to LCAP actions, Voices offers a variety of programs and support services principally directed towards the needs of English Learners, low-income students and Foster/Homeless Youth to assist in closing achievement gaps.

Using the calculation tool provided by the state, Voices has calculated that it will receive \$808,700 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 27%. Our LEA has demonstrated that it has met the proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language at Mount Pleasant	Christina Deberry (Principal)	cdeberry@voiceschar terschool.com (408) 571-6404

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of teachers are appropriately assigned and hold CA teaching credentials or permits.	100% of teachers were appropriately assigned and hold CA teaching credential or permit, per requirements set by the California Commission on Teacher Credentialing.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Network staff will conduct credential review as part of the teacher hiring process and support our teachers' credentialing needs and conduct annual review of teacher assignments to ensure compliance and support our teachers for their credentialing needs. .2 FTE HR Specialist Salary + Benefits	\$14,397 Total \$12,000 (a) \$2,397 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's	\$8,992 Total \$8,250 (a) \$742 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's
Provide a competitive salary to attract and retain high quality teachers. Certificated Personnel Salary + Benefits	\$897,218 Total \$703,916 (a) \$194,302 (b) LCFF Base, Title I, EPA Object Code: 1000s (a), 3000s (a)	\$656,425 Total \$588,584 (a) \$67,841 (b) LCFF Base, Title I, EPA Object Code: 1000s (a), 3000s (a)
Provide coaching support to teachers in the classroom. 1 FTE Coach salary + Benefits	\$95,218 Total \$74,703 (a) \$20,514 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)	\$79,057 Total \$73,307 (a) \$5750 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)
Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.	\$17,500 Total LCFF S/C Object Code: 5300	\$17,500 Total LCFF S/C Object Code: 5300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions and services were implemented as planned. Our coach and principal were able to provide teachers support and deliver weekly professional development. This professional development was focused around developing teachers' content knowledge in ELA and math standards.

Coaching and professional development continued even during COVID-19 distance learning. Teachers continued to receive weekly coaching sessions and regular feedback on their virtual teaching. In teacher surveys during distance learning, teachers reported feeling supported by their principal and coach.

Goal 2

Improve students proficiency and growth in key content areas, school-wide and for all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of students performing proficient on the CAASPP-ELA and Mathematics will increase: 3 percentage points from prior year	CAASPP/SBAC was suspended, therefore results were not available for the 2019-20 school year due to the COVID-19 pandemic. <u>Interim Assessment Results</u> <u>March 2020</u> Voices administered math and ELA benchmark interim assessments in 2019-20 before COVID-19 related school campus closures. - In benchmark 1 we had 5.2% of students proficient in ELA and 7% of students were proficient in ELA in benchmark 2. This was a growth of 1.8 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.

	In benchmark 1 we had 17.1% of students proficient in math and 32% of students were proficient in math benchmark 2. This was a growth of 14.9 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.
The percentage of students meeting their growth targets on the MAP Reading and Mathematics assessment will increase: 2 percentage points from prior year	MAP results not available for 2019-20 school year due to COVID-19 pandemic school closures. MAP administration suspended.
100% of students will have access to standards-aligned materials	100% of students have access to standards-aligned materials such as EL Education curriculum and Eureka Math curriculum.
100% of teachers will receive standards-aligned professional development	100% of teachers received standards-aligned professional development, including sessions on standards deconstruction, CCSS shifts and content knowledge developing protocols.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math. Illuminate (ELA/Math)-\$5.82/student; NWEA (ELA/Math)-\$12.50/student PKRS (K only)- \$4.06/student + \$30 manual.	\$7,812 Total LCFF S/C Object Code: 5800	\$3,928 Total LCFF S/C Object Code: 5800
Purchase standards-aligned core curriculum and materials. ELA curriculum and materials costs-one time cost of \$3,638 (books), \$320 (teacher manual per grade (2nd-4th)	\$4,598 Total LCFF S/C Object Code: 5800	\$18.522 Total LCFF S/C Object Code: 5800

Purchase classroom technology including laptops, ipads, and projectors needed for blended learning. Dreambox-\$22.50 per student Achieve3000-\$42 per student +\$290 school site fee +\$2,695 for Professional Development Smarty Ants-\$4,545	\$39,767 Total LCFF S/C Object Code:4400	\$49,997 Total LCFF S/C Object Code:4400
Provide standards-aligned professional development and planning time (IPP) for teachers .3 FTE Principal Salary + Benefits	\$36,362 Total \$28,529 (a) \$7,834 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$31,428 Total \$28,090 (a) \$3,338 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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A description of the successes and challenges in implementing the actions/services to achieve the goal.

The services and actions were implemented as planned. Voices believes in data-driven instruction and we have a summer kindergarten screener and three annual benchmark cycles that help Voices teachers modify instruction and meet student needs. We allocated funds to purchase curriculum, assessments, technology, learning platforms and professional development to support teacher development in their content knowledge, data analysis, reflection and instruction. During Voices data analysis, we break down results for subgroups such as Students with Special Needs and English Learners with the principal serving as a model for how to do this. Teachers consider student needs in planning for whole group reteach and small group support. Voices' priority in 20-21 was to launch a new ELA curriculum and build teacher content knowledge in ELA through training and coaching. The curriculum is especially aligned to our model of inclusive education and differentiation as it includes support for English Learners and students with special needs. All of Voices initiatives were fully implemented from August - mid-March with some small adjustments after the COVID-19 related school closures.

Voices purchased licenses for Illuminate, PKRS, and NWEA MAP in ELA and Math to track student proficiency and growth. Voices also purchased Dreambox, Achieve3000/Smarty Ants and classroom

technology to supplement learning in both in-person and distance learning classrooms. Additionally, Voices purchased ELA curriculum (EL Education) and teachers had online and physical access to curriculum guides. Teachers responded favorably to the new curriculum and as a result there was stronger teacher and student engagement in ELA lessons.

Voices' benchmark assessments allowed us to respond to student needs throughout the year and modify instruction. The pandemic-related school closures caused us to reevaluate our technology, particularly in grades K-1 where additional Chromebooks were purchased. A total of 163 internet hotspots were purchased and distributed in the Spring of 2020 to our families. A success in distance learning was that the online adaptive learning platforms that we purchased in Achieve3000 and Dreambox were utilized by students and families at home.

The principal was able to provide strong standards-aligned coaching to key grades throughout the year, and her support of key grades led to increased student proficiency in grades 2nd and 3rd by the second benchmark. For example, from benchmark 1 to benchmark 2, the percentage of kindergarten students proficient increased by 36% in math. Multiple grades had double digit growth in math. Subgroups, such as English learners also saw double digit increases in percent proficient.

The onset of COVID-19 and the suspension of in-person instruction posed some challenges that led to creative ideas to support student growth. We were not able to complete our third round of assessments as we prioritized instruction and were still determining the best ways to proctor our interim assessments via Zoom due to the COVID-19 school closure in March. We were able to collect end-of-year data on key standards from the final units of instruction in math in grades K-8. This information was then used to plan for accelerated learning and to close unfinished learning in 21-22. We did continue to support teachers with virtual coaching and virtual professional development that was focused on data analysis, standards deconstruction, intellectual preparation and planning/instruction. Teachers continued to teach math and language arts standards four days a week with one day for professional development. One challenge we encountered was needing to take our Eureka and EL Education curriculum and turn it into a virtual curriculum. Both Eureka and EL Education provided guidance to varying degrees. With the support of network staff, teachers were able to modify pacing calendars and work across our network to create virtual lessons based on the original lessons. All books were scanned and students still had access to reading complex texts online. Additionally, teachers held office hours for all students so they could check in one-on-one with students in all subgroups.

Goal 3

Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of EL students making annual progress in learning English as measured by ELPAC will increase at least 2 percentage points up from the prior year.	ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.
The percentage of EL students reclassified to Fluent English (RFEP) annually will increase by at least 2 percentage points up from the prior year.	ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adaptive technology based, standards based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of \$290 + \$42 per license, Smarty Ants, set up charge of \$4,545. Purchase DreamBox, a flat fee of \$6,875.	\$24,978 Total LCFF S/C Object Code: 4400	See goal 2
Purchase LAS Links licenses to measure Spanish Language development. (\$6.50 per student (K-8th))	\$1,742 Total LCFF S/C Object Code: 5882	\$1,843 Total LCFF S/C Object Code: 5882
Associate Teachers conduct summer ELPAC testing for ELs.	\$960 Total \$800 (a) \$160 (b) LCFF (a) (b) Object Code: 2000s (a), 3000s (b)	\$1,320 Total \$1,176 (a) \$144 (b) LCFF (a) (b) Object Code: 2000s (a), 3000s (b)

Principal will manage leadership, intervention services and student performance. .3 FTE Principal Salary + Benefits	\$36,363 Total \$28,529 (a) \$7,834 (b) LCFF (a) (b) Object Code: 1000s (a), 3000s (b)	\$31,428 Total \$28,090 (a) \$3,338 (b) LCFF (a) (b) Object Code: 1000s (a), 3000s (b)
The Dean of Culture will coordinate all services for special populations (504, SPED, SST, truant, etc.) .5 FTE Dean of Culture Salary + Benefits	\$43,360 Total \$36,141 (a) \$7,219 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	\$40,137 Total \$36,200 (a) \$3,937 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 summer ELPAC testing was cancelled. However, Associate Teachers were still trained on ELPAC, prior to notice of cancellation.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services were implemented as planned. Adaptive technology licenses were purchased for SmartyAnts/Achieve3000 and Dreambox. Dreambox is used as an intervention program for math. These technologies were particularly useful as a way to provide differentiated and leveled support during distance learning to all students and subgroups in the Spring of 2020 (COVID-19 pandemic school closures).

Associate teachers were trained as ELPAC proctors but due to COVID-19 related school closures, ELPAC was not administered in Spring 2020. LAS Links (Spanish language proficiency assessment) licenses were purchased for the year. However, due to COVID-19 pandemic school closures, testing for LAS links did not occur in 2019-20 as Voices opted to place the highest priority on instruction and we were still figuring out systems for shifting all assessments to a virtual setting. We decided to prioritize small formative math and early literacy assessments instead so we could focus less on testing and more on responding to data for accelerated learning and small group support in 2020-21, as recommended by external academic partners.

The principal managed leadership, intervention services and reviewed and responded to student performance data throughout the year. A Student Service Manager (SSM) provided 504, IEP, ELD and SST

support throughout the year. The SSM also did observations in order to provide teachers feedback on ELD from September through February.

Moving to distance learning in the Spring posed some challenges in our goals, as we had to quickly determine how to provide services for all students with special needs. Our SSM was able to work with teachers to set up all services in a quick turnaround. IEPs for students with special needs were moved into Zoom settings and our school administration supported IEP teams as they shifted strategies to distance learning. Our SSM continued to have Student Support Team meetings with parents during distance learning, and students with SSTs continued to be observed per our intervention model.

Our Dashboard shows that supporting English Learners and Students with Disability (Orange for English Learners and Students with Disabilities in ELA and Math) is an area to target. We had focused on co-teaching strategies in 2018-19 teacher professional development and SST intervention supports in 2019-20, with our SSM developing their strategies for intervention through training. We will continue to prioritize this work.

Goal 4

Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they can participate fully in student learning and the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
At least 75% of parents will report on the annual parent survey that the school takes actions to ensure their child's safety	100% of parents surveyed on the annual parent survey agreed that the school took actions to ensure their child's safety
Maintain a low student suspension rate of $\leq 5\%$	The suspension rate for 2019-20 is 0.3%
Maintain a low expulsion rate of $\leq 2\%$	The expulsion rate for 2019-20 is 0%.

Voices will maintain an attendance rate of $\geq$ 95%.	The attendance rate for 2019-20 was 95.6%.
Voices will maintain a middle school dropout rate of $\leq$ 2%	Goal met. 0% middle school drop out rate.
There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.	Student survey not administered due to COVID-19 school closure
There will be an increase in the percent of students that report school is a positive experience as compared to the prior year survey data.	Student survey not administered due to COVID-19 school closure
80% of stakeholders will respond to the annual satisfaction survey	66% of stakeholders responded to the annual satisfaction survey.
90% stakeholder rate school satisfaction overall with a grade of a C or better on annual satisfaction survey	97% of stakeholders rated school satisfaction overall with a grade of a C or better on annual parent survey
Parents have access to school information (LCAP, agendas, etc) in English and Spanish so they can fully participate as school decision makers.	100% of parents had access to school information in Spanish and English and the opportunity to fully participate as decision makers.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided. Contractor Cost Supply Cost	\$25,878 Total \$17,878 (a) \$8,000 (b) LCFF S/C (a) (b) Object Code: 2000s (a) 3000s (b)	\$33,900 Total \$28,900 (a) \$4,164 (b)
Voices will provide a modern and suitable facility for students with all the amenities and	\$248,519 Total \$100,000 (5605)	\$496,652 Total

safety components expected for implementation of our charter school program and maintain the facility in good repair. Facility payment and Maintenance	\$3,199 (5920) \$7,435(5501) \$137,885 (5601) LCFF S/C Object Code: 5000s	LCFF S/C Object Code: 5000s
School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner. .3 Business Manager + Salary Facility and Maintenance Budget	\$20,367 Total \$16,976 (a) \$3,391 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)	\$21388 Total \$19326 (a) \$2062 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)
The Dean of Culture will promote an engaging, positive, and safe school culture and environment and execute a character development program. .5 FTE Dean of Culture Salary + Benefits Materials or Training \$1,000	\$44,360 Total \$36,141 (a) \$7,219 (b) \$1,000 (c) LCFF S/C (a) (b) (c) Object Codes: 2000s (a), 3000s (b) 5800 (c)	\$41,450 Total \$36200 (a) \$3937 (b) \$1313 (c) LCFF S/C (a) (b) (c) Object Codes: 2000s (a), 3000s (b) 5800 (c)
The Business Clerk will concentrate time on school attendance and reporting. 0.8 FTE Business Clerk Salary + Benefits	\$13,627 Total \$11,909 (a) \$1,718 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)	\$16,827 Total \$14,949 (a) \$1,878 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)
Principal time will be spent managing leadership, parent involvement and student culture. .2 FTE Principal Salary + Benefits	\$24,016 Total \$19,019 (a) \$5,191 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$20951 Total \$18,726 (a) \$2,225 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
Contract services and/or purchase enrichment activities and supplies for students. Including CCCS aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs.	\$7,724 Total \$2,756 (a) \$6,771 (b) LCFF S/C (a), (b)	\$2496 Total \$2496 (b) LCFF S/C (a), (b) Object Code: 5800 (a), 4110 (b)

\$10 per student for Handwriting without Tears (K-1st) \$2,029 per student for Typing without Tears (2nd +) \$4,000 Art in Action	Object Code: 5800 (a), 4110 (b)	
Purchase annual parent independent survey services. Columbia Teachers College \$600.00 + \$2.00/parent	\$1,804 Total LCFF S/C Object Code: 5800	\$600 Total LCFF S/C Object Code: 5800
Hold a minimum of 4 parent workshops per year and provide child care and incentives.	\$571 Total \$480 (a) \$96 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	\$498 Total LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)
Provide translation services for written materials.	\$2,000 Total LCFF S/C Object Code: 5800	Paid Translation not needed (provided internally)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Paid translation services were not needed because staff was able to provide inhouse. A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services for this goal were mostly implemented as planned before the school was shuttered due to the COVID-19 pandemic. Students benefited from enrichment classes. Our facilities are equipped with all the amenities and safety components expected for the implementation of our charter school program. Our custodian, clerk and Business Manager worked diligently to make sure the school grounds were maintained clean and safe for our assigned essential workers who needed to be on campus while students were assigned to virtual learning. These essential workers included office and administrative staff, custodians and food service workers.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	\$7,612	\$32,224	N
Purchase of additional curriculum to support all teachers teaching ELD.	\$3,376	\$	Y
Purchase of interim assessments/diagnostics math assessments (Achievement network)	\$12,450	\$8,986	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Voices also expended \$7,600 for an annual subscription to Parent Square, an app utilized for school to parent communication and for staff and parents to conduct daily wellness checks prior to entering the Voices campus.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and vaccines were more widely available to educators. We were able to bring our first group of students back on campus in mid-April of 2021 which was our Kindergarten and 1st grade students, at 50% capacity following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

Voices conducted a successful training program that included sessions on COVID-19 safety measures, revision of new or adapted operations procedures, hybrid instructional schedules and vision for culture,

hyflex strategies for our instructional blocks, Special Education procedures and requirements, and socio-emotional learning and supports for students. Voices' training program started 3 weeks before our return date of April 12. Teachers had a minimum of two full days for planning instruction and setting up their classrooms. Feedback was positive with teachers reporting they felt safe and understood the rationale for returning for in-person instruction.

The operations leadership team was successful in setting up classrooms and campus stations with personal protective equipment and disinfectant supplies. All classrooms were set up to follow social distancing guidelines. All staff members and students have access to PPE as needed. School campus is cleaned and sanitized daily and deep cleaned once a week. Per our Safety Plan, Staff members were brought on campus safely to practice protocols. Additionally, Voices purchased a parent communication system called Parent Square which we were able to use as our COVID 19 tracker. All parents and staff complete a Wellness survey on Parent Square prior to coming to or bringing students on campus.

Voices' 2nd-3rd grade teams followed the K-1 teams, attending all trainings and having similar planning sessions. Per our Bridge Plan, they returned 2 weeks after our K-1 team and only since conditions were assessed as safe to do so. Due to issues with staffing, we were not able to bring back other grades safely. We hope to address hiring strategies in the next LCAP.

In addition to the supply of PPE that was provided by the state, it is replenished as needed. Plexiglass barriers were also purchased and placed throughout the main office and classrooms to provide additional safety for our students and staff.

Our in-person instructional offering includes ELD (English Language Development) instruction 4 days a week. Every TK-6 teacher received 5 days of training in ELD this year and thus curriculum had to be purchased to support all teachers. Curriculum included teacher-facing manuals as well as student materials. In previous years, English learners switched classrooms per their English proficiency levels. As mixed cohorts were not allowed per our safety guidelines, we had mixed proficiency groupings for ELD. A challenge that came up during in-person instruction was how teachers could best support "Group C". Group C is Voices 100% distance learners due to parent choice. Teachers requested support for teaching these students and Voices provided training on hyflex instruction, or simultaneously teaching students online and in-person. Our team provided sample videos of ELD hyflex instruction (in addition to guided reading, math and ELA instruction) and a guidance document for teachers to follow that included technology set-up and tips for student engagement.

Our students were excited to be on campus for in person learning. Voices students who logged in via Zoom for key parts of the day were also re-energized to do their distance learning. Teachers reported feeling this joy again due to having students present in person.

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer Achievement Network Interim Assessments with our distance learning program for the Fall of 2020 and Winter of 2021 in grades 2nd through 6th. Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive.

Teachers and the leadership team analyzed student results each benchmark during Voices' Results Oriented Cycle of Inquiry. Only 2nd grade will use Achievement Network assessments in Spring of 2021, per our regular assessment calendar. Others will use Illuminate, STAR/Renaissance and MAP/NWEA. They will be done in-person or remotely depending on the grade.

Other interim assessments purchased for in-person instructional offerings also served us well in our distance learning program. Voices was able to successfully pilot and fully implement StarCBM and Star Early Literacy via remote testing. Teachers used student results to address early literacy gaps in virtual instruction. Teachers also used BookNook (an online reading platform) for reading intervention, though it was conducted virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	\$3,360	\$1,550	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	\$47,020	\$57,811	Y
Purchase of materials for take home kits and laptop bags for every student	\$37,022	\$11,811	Y
Mailing costs for work packets to be sent home	\$1,000	\$3,495	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance

Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Students in TK-6 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers in grades TK-3 providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, K-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

English Learners received English Language Development classes 4 days a week from a trained teacher. We continued to provide online reading intervention classes for some of our students as well, who were identified through the Student Services Team process.

All students were given a take-home kit and work packet each month. Teachers compiled materials and our Special Education teachers made differentiated packets or supplemental packets for students with IEPs. Take-home kits included school materials as well as needed manipulatives, novels, texts or handouts. At first these materials were mailed home. Voices then moved to a system to have parents come each month to pick up their supplies and drop off the previous work packet.

We had successes in that we were able to mitigate significant learning loss. Overall, our scores increased year-over-year in ELA proficiency in benchmark 2 (an increase of 10 percentage points). There was some loss year-over-year in math overall proficiency (a decrease of 5%), though some grades performed similarly in benchmark 1 and benchmark 2 in 19-20 and 20-21.

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home visits. We purchased a total of 128 new chromebooks and 60 ipads in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased 105 hotspots for students that did not have access to the internet. One success that we had was our technology services to troubleshoot with families if they were having trouble connecting. Families who needed additional support were able to schedule appointments for curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

Pupil Participation and Progress: Voices tracked pupil participation using daily and weekly attendance trackers and recorded into PowerSchool. Teachers, Principals and Deans of Culture used the tracker to keep records regarding student participation and to reach out to families as needed. Voices' Dean of Culture also kept a communication log to track parent communication and interventions that were put in place to support engagement and track progress. Interventions included morning check in prior to Zoom sessions, support in breakout rooms to redirect attention to increase focus, and parent/guardian meetings conducted via phone or Zoom to set and clarify student expectations that the parent/guardian could promote at home). We also had a Special Education services tracker which was maintained by our Special Education department to track services and minutes completed for students with IEPs.

Student academic progress was tracked via Achieve3000/Smarty Ants and Dreambox Learning (our asynchronous applications). We also used SeeSaw to post assignments or quizzes, track completion and give students feedback.

Teachers were able to keep students engaged in distance learning by using engaging platforms such as PearDeck or NearPod. This allowed the teacher to build in checks for understanding, practice items or help facilitate group work. Teachers also used the Zoom chat and breakout room features. Students were taught how to use these features to engage with classmates throughout the day.

One challenge was in our proctoring of NWEA MAP virtually for our 3rd grade students in the fall to gather baseline information. We ran into connectivity issues as well as having to troubleshoot independently for many students one-on-one. The testing took 2 weeks longer than planned and we did not assess all students.

One challenge was that as the months of distance learning passed, we saw less engagement with online learning in Voices upper grades. Our middle school students in particular had disengagement by turning off their cameras, not submitting or completing assignments or engaging fully in breakout rooms. We had multiple coaches and network staff supporting our middle school teacher with strategies. The plan included time to reset classroom culture as well as strategies for doing Socio-Emotional Learning and check-ins.

Voices tracked student progress informally and formally via assessment where students either completed an online task or showed their white boards to the screen, or a teacher or associate teacher checked in on students in breakout rooms. We also continued our daily exit tickets in math and ELA, and our interim assessments in reading, literacy, math and ELA. Teachers reviewed this data to determine which students needed additional support.

Teachers and the Dean of Culture used ClassTag to communicate with families as needed about pupil participation. The Dean of Culture also contacted families directly to discuss needed support. Additionally, Voices hosted a virtual parent support event at the start of the year called a Day of Support/Dia de Apoyo and conducted a Network-wide Parent Education session on "Making Technology Work for You".

Distance Learning Professional Development:

Voices started the year out with a full month of training for new teachers that was focused on culture-building, Voices curriculum and online management strategies. Our returning teachers also had 2 weeks of training and planning that included synchronous sessions about online teaching strategies (how to engage students online, how to set up technology for distance learning, how to teach our curriculum online) and asynchronous modules to learn online teaching platforms (Google Classroom, Pear Deck, GoFormative etc.)

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation.. Other staff, including associate teachers, were provided trainings as needed. The principal conducted a listening tour mid-year and during the first week of hybrid (in person) teaching. The principal asked what was working well and what to improve. Teachers have feedback on wanting more collaboration across the school. One thing that came out of their input was making space for New Teacher Link Up collaborative space. This space happens each Wednesday for new teachers to exchange ideas and support. They were able to plan strong SEL spaces for distance learning and as a result chose to focus on daily affirmations, check-ins and fun facts to start the school day and stay connected with students.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. Staff had positive feedback about each other and how the staff relied on each other to learn best practices for distance learning. For example, 71% of all staff felt the school had a warm climate. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide.

Staff Roles and Responsibilities:

This year Voices trained associate teachers (ATs) for longer periods in the summer. ATs attended classroom management sessions over a few days and our literacy practices. They also participated in online learning strategies trainings and they were able to practice an online lesson along with teachers. We did this in response to staff feedback where associate teachers, teachers and school admin all saw a need for more training of Voices ATs.

Resources were provided to teaching and associate teaching staff, such as a Voices laptop to do their work. We reimbursed for phone and internet use, per our policy. All teachers and associate teachers had daily time to plan their lessons. Teachers had Wednesdays to use for professional development, data analysis, lesson preparation and lesson planning.

Teachers and associate teachers were given weekly surveys from September through March in the form of a Google Form or bi-weekly check-ins. These were opportunities to provide feedback on the experience of virtual teaching in order to modify site training or plans. As a result, professional development and coaching areas were strengthened.

Voices hired a COVID-19 Liaison to support and address COVID-19 related issues and/or concerns. The COVID Liaison implemented and conducted audit safety protocols and staff training with the support of the school site Business Manager. Additionally, the COVID Liaison consistently keeps up with the rapid changes to the state COVID-19 regulations.

Voices made adjustments to school site staff assignments and schedules to support meal distribution, assemble furniture, and prepare and distribute student work packets and supplies. All school site staff were provided COVID-19 safety training which included food safety guidelines. School site support staff and kitchen staff supported with distribution of meals to students through curbside pick up.

Support for Pupils with Unique Needs:

Voices provided designated ELD 4 days per week via distance learning, with all TK-5 teachers trained in strategies and curriculum. We also included best practices for English Learners in our summer training so teachers could use them throughout the year (content and language learning objectives, sentence frames and stems, visuals).

Special Education services were provided 5 days a week for any students with these services based on their IEP. These included the coordination of virtual push-in or full-inclusion services, one-on-one online sessions for Speech and Occupational Therapy (OT) therapy or behaviorists. Voices provided all minutes of service to students.

One challenge we faced was in supporting students in-person even during distance learning. We had planned to have a small in-person cohort open in the winter of 2020-21 for students who needed additional supports for engagement and who needed one-on-one support per their IEP or Student Support Team plans. We would have followed all guidelines set by the state for small stable cohorts. However, the rise of cases in November/December which moved us into the purple tier meant that we did not move forward with this cohort until Spring of 2021.

Voices teachers and ATs worked with students with unique needs throughout the day in small groups, per our learning model. We used data to make these small groups, which showed our English Learners and Students with Special Needs still needed more support.

Teachers made weekly calls home to parents/guardians and office staff contacted parents/guardians as needed. At the start of the year, students and families who needed more frequent touch points were in contact with school staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	\$38,078	\$28,407	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support.	\$8,482	\$1,560	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A success was the training Voices provided to our teachers in addressing unfinished learning in math and ELA. We did this in our summer training and then throughout the year during teachers' monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network and Navigator/Accelerator). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We updated our math weekly data meeting tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were

behind, including those in subgroups. While we did not have significant increases in math, we were able to mitigate the learning loss that was originally predicted. In one year, from benchmark 2 in 2020 to benchmark 2 in 2021, student proficiency dropped just 5 percentage points. And from the fall benchmark to the winter benchmark, we went from 18% of students proficient in math to 27% of students proficient. While there is still a lot of work to do to increase student achievement, we are happy to pushed student learning in a virtual model.

Voices continued to focus on accelerated learning in ELA by providing professional development on text complexity in grade-level texts. We also re-assessed ELA data meetings and noted that they did not happen consistently and there was not much guidance for them. As a result we trained teachers in how to look at student work and create reteach plans for ELA. Teachers provided feedback that our ELA curriculum in grades 2-4 was difficult to navigate in an online setting. We were able to shift our curriculum mid-year when the publisher created "Flex Curriculum" for online or hybrid learning. Teachers responded positively to this change as it meant lessons were easier to navigate throughout the week and resources were created for online settings. In ELA, we actually were able to mitigate learning loss. In one year, we had a 10 percentage point increase in students proficient in ELA (Winter Benchmark in 2020 to Winter Benchmark in 2021). In certain grades, we saw lots of growth on the ELA interim from fall to winter. For example, 2nd grade went from 8% of students proficient in ELA to 38% of students proficient. While we are not reaching our goals yet, we are happy to see improvements as a result of distance learning.

For English Language Development, as previously mentioned, Voices is proud we provided 4 days of designated ELD instruction in distance learning. Teachers were given a pacing calendar, though a challenge was timing. We found that online lessons took longer to deliver than in-person lessons. We also had 15 minutes less for ELD than usual - the reason for that being we were trying to provide a high quality program while trying to balance teacher/parent feedback on screen time. That, coupled with only 4 days a week made for much slower pacing. As a result, teachers tended to get through half the units they normally would in a school year. We are looking at this as a focus in the next year.

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. On Wednesdays, when most teachers had a full day for planning, our Special Education department continued to teach and meet students for goals sessions. Finally, in IEP meetings, we discussed Emergency Service Plans and took actions to support each student or accommodate work to prevent learning loss.

Voices ATs were trained in foundational literacy skills. They led sight words and fluency instruction in grade TK-3 online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms. Additionally, we used our 19-20 and 20-21 formative assessments to help us make plans to fill in gaps in literacy.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen. This more detailed SEL professional Development was offered in a staggered manner to grade levels K thru 1st, 2nd and 3rd, and 4th and 5th in order for Teachers and ATs to receive grade-level relevant ideas and suggestions of age appropriate implementation.

- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020 with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.

- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.

- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

Voices conducted a Network-wide Family and School Relationships survey for the parent/guardian community to gather actionable data on the following:

School Climate - Perceptions of the overall social and learning climate of the school;

Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school - area of strength;

School Safety - Perceptions of student physical and psychological safety at school - area of strength and;

Family Support - Families' perceptions of the amount of academic and social support that they provide their child with outside of school - area of opportunity.

Voices previously used hard copy surveys, however, given Voices families had been more exposed to technology given the virtual setting, we opted to implement an online survey which resulted in a 72.6% response rate. This response rate was quite successful given the COVID-19 fatigue parents/guardians were experiencing and results were extremely favorable.

- Voices utilized a tiered approach to address student social emotional and mental health concerns:

- Tier I strategies target all students and most students can be successful with this level of support.
- A Tier I strategy used on a weekly basis is Plaza Comunitaria which teaches and reinforces Voices core values (Si Se Puede Attitude and In Lak'Ech), school-site values (Activism and Scholarship) and character traits and is an opportunity to celebrate successes and build culture. This weekly activity promotes connectedness for students and community building which serves to provide a sense of stability for students. Another example is regular classroom check ins with students to hand out Character Counts! Tickets as a way to acknowledge character traits being promoted.
- Tier II supports are for students that need a little more attention and support. They need adults to know them a little bit better in order to know what adjustments need to be made. Voices Dean of Culture and other school leadership staff took the lead on these actions as the re-engagement team.
 - Tier II strategies included Deans of Culture monitoring attendance and engagement, regular communication with parent/guardian on observations and feedback from Teacher, Morning check ins via phone prior to Zoom session, leveraging break out rooms on Zoom to redirect student to encourage greater ability to focus, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), and SST meetings.
- Tier III supports were needed by a very small fraction of the student population (less than 2%). Students and families received individualized support and modifications. These plans were adjusted for students as needed.
 - Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs.
- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well- being on a regular basis.
- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

- Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.
- Given the prolonged impact of COVID-19 and need for parent/guardian support during virtual learning, in many cases, parents supporting multiple students at home and juggling working from home, parents'/guardians' bandwidth was stretched thin. This impact to parents'/guardians schedules resulted in the Dean of Culture having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies then in previous settings as they were less available to take these calls.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes include the following:

- Voices utilized a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English):

- Tier I strategies target all students
 - Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in weekly parent newsletters, sending text messages to whole school population after winter and spring break with reminders to return to school
- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Dean of Culture and other school leadership staff took the lead on these actions to form the re-engagement team.
 - Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent.
- Tier III supports are needed by students demonstrating chronic absenteeism.
 - Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

- Parents/guardians experiencing pandemic fatigue several months into the school in addition to the needed support during virtual learning. Many families were supporting multiple students at home and juggling working from home, not to mention that many Voices families were faced with financial hardship. This resulted in parents'/guardians' bandwidth being tested daily with the resulting impact being the Dean of Culture having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies than in previous settings. The Dean of Culture remained diligent and was eventually able to connect with families to support with Tier II strategies and connection to community resources.
- Dean of Culture had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The U.S. Department of Agriculture Food and Nutrition Service announced waiver extensions through the end of June 2022, so Voices will continue providing free nutritious meals to our in-person and distance learners. Although student meal applications were not required for students to obtain a meal, Voices collected 95% of meal applications via regular mail and during scheduled family work packet distribution days. Additionally, school site assistance was made available to support any families who need help filling out the meal application. Families mailed their application to the school site in a self addressed stamped envelope.

Voices provided school site staff and families training on safety protocols for those students consuming their meals in the classroom during hybrid instruction in order to maintain a safe environment.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	\$10,200	\$11,045	N
N/A	Translation services for written parent resources and communications	\$3,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	\$4,844		Y
Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	\$620	\$200	Y

School Nutrition	Providing nutritious meals to all students	\$214,866	\$77,741	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in the actions and services identified.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Voices learned a variety of important lessons that will impact our goals and actions moving forward. They are broken down into the following sections:

Access to standards-aligned materials

-Voices will continue to support teachers' understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in teachers' understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

-Training our associate teachers (ATs) was key in this year of distance learning. Having Voices ATs attend summer training with teachers was well received by staff at all levels. It made distance and in-person instruction much more effective. Voices also trained ATs alongside teachers for in-person instruction. We would like to continue training our ATs during the summer and throughout the year, on engagement strategies as well as the instructional pieces they own. This year Voices needed to provide them with a laptop to support distance learning, which was not provided to them in previous years. We would like to continue to provide them this technology in order to plan for their work with small groups at school when we return to in-person instruction this year and in future years.

English Learners support

It was exciting to be able to provide all TK-5 teachers with designated ELD and Systematic ELD training, which was our response to a request we had heard for many years. However, providing this training to all K-5 teachers meant we had to purchase more curriculum and teacher training manuals. We do see this as a continued area of focus. Voices will continue to develop teachers' understanding of language development and both designated and integrated ELD. Additionally, Voices will add staff that can lead this work at the school site so that we can have a Student Services Manager focused on special services and an English Learner Specialist who can focus on ELD training and coaching. Per our internal data on interims, this is an area of focus at our school site. We are committed to increasing student outcomes in this area.

Special Populations Pupil Achievement

Per our internal data on interim assessments, this is an area of focus at Voices and we are committed to increasing student outcomes in this area. We were proud of our work in providing regular services to students with IEPs even in a remote setting. We want to build on this work by strengthening the internal supports we provide students. We are focused on better training for our special education staff for next year.

Overall pupil achievement and learning loss

Voices will continue to use formal and informal assessments to track pupil progress. This means continuing and strengthening our use of online learning platforms that are differentiated and adaptive for students (Achieve3000, Dreambox). It also means training our intervention teachers to review this data regularly to share updates with the rest of staff.

We will continue to use our interim assessments and partner with Achievement Network to look at data. These interim assessments help us see where we stand overall and make plans for individual students.

We will continue to use some of the software we purchased for distance learning which made instruction both engaging but also helped teachers track data more effectively such as GoFormative.

Student Engagement

While Voices maintained a strong attendance rate throughout the year, we see disengagement from students of concern. We made progress with our students in middle school by training teachers, resetting class culture and creating tiered initiatives for re-engagement. However, we want to continue to partner with our parents and provide supports for these students.

Given the COVID-19 pandemic and cause for concern about students' mental wellness, we adopted a Socio-Emotional curriculum this year and will continue this work next year. Voices is considering hiring additional middle school staff to focus on advisory curriculum and engagement activities for our middle school students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess pupil learning loss and address it in the next few years. Our 2021-24 LCAP includes key strategies around assessment, engagement, teachers support and specific tiered student support. We will continue to use formative assessment to gauge learning progress for our students and use that data to differentiate instruction as needed or provide more specific interventions. We have learned many strategies about re-engaging students and families and training staff on engagement. The 2021-24 LCAP includes actions to support specific students or groups that could disengage due to learning loss. Finally, we know that our traditionally underserved populations such as students with special needs and English Learners will most be impacted by the pandemic-related learning loss. We are working to address that learning loss by hiring additional associate teachers, providing consistent coaching and training, providing training and coaching to teachers on how to accelerate learning of these students, training on how to use the curriculum to provide strong tier 1 and tier 2 instruction, how to differentiate and how to use specific strategies for English language learners in the coming years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences in the actions and services identified.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data and reflections represented here have helped us create our 21-22 through 23-24 LCAP. Our goals for that LCAP include a focus on English Learners, Students with Special Needs, increased staffing and training, and stronger student and family engagement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual

Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged

to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when

pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program,

Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

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Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,464,132	\$ 261,868	\$ -	\$ 432,492	3,158,491	\$ 2,179,470	\$ 979,021

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		\$ 7,607	\$ -	\$ -	\$ 900	\$ 8,507
1	2	ELPAC administration		\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
2	1	Benchmark Assessment Licenses and Screener		\$ -	\$ -	\$ -	\$ 22,555	\$ 22,555
2	2	Standards Aligned Core Curriculum		\$ 7,700	\$ -	\$ -	\$ -	\$ 7,700
2	3	Staff Coaching support		\$ 127,571	\$ -	\$ -	\$ 107,473	\$ 235,044
2	4	Associate teachers in grades K-4		\$ 93,528	\$ 47,516	\$ -	\$ 101,414	\$ 242,458
2	5	Technology and programs for adaptive intervention		\$ 72,263	\$ -	\$ -	\$ -	\$ 72,263
2	6	Formative assessment programs		\$ -	\$ -	\$ -	\$ 3,100	\$ 3,100
2	7	Student Services Manager		\$ -	\$ -	\$ -	\$ 92,698	\$ 92,698
2	8	LAS Links administration		\$ -	\$ -	\$ -	\$ 3,492	\$ 3,492
3	1	Middle School Engagement		\$ -	\$ 152,498	\$ -	\$ -	\$ 152,498
3	2	Dean of Culture		\$ 90,029	\$ -	\$ -	\$ -	\$ 90,029
3	3	Enrichment Activities and Advisory Curriculum		\$ -	\$ -	\$ -	\$ 5,800	\$ 5,800
3	4	Engaging Supplemental Technology		\$ -	\$ -	\$ -	\$ 1,359	\$ 1,359
3	5	Facility Maintenance		\$ 832,600	\$ -	\$ -	\$ 20,825	\$ 853,425
3	6	Admin Support Staff		\$ 131,584	\$ -	\$ -	\$ -	\$ 131,584
4	1	Induction Program		\$ -	\$ -	\$ -	\$ 17,500	\$ 17,500
4	2	Credential Monitoring		\$ -	\$ -	\$ -	\$ 16,776	\$ 16,776
4	3	Highly qualified teachers		\$ 1,090,905	\$ 61,854	\$ -	\$ 38,599	\$ 1,191,358
4	4	Summer Professional Development		\$ 5,520	\$ -	\$ -	\$ -	\$ 5,520
4	5	School Leader Training		\$ 2,825	\$ -	\$ -	\$ -	\$ 2,825

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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 1,366,857	\$ 1,617,140
LEA-wide Total:	\$ 1,357,250	\$ 1,606,633
Limited Total:	\$ 9,607	\$ 10,507
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	Limited			\$ 7,607	\$ 8,507
2	1	Benchmark Assessment Licenses and Screener	Limited			\$ -	\$ 22,555
2	2	Standards Aligned Core Curriculum	LEA-wide			\$ 7,700	\$ 7,700
2	3	Staff Coaching support	LEA-wide			\$ 127,571	\$ 235,044
2	4	Associate teachers in grades K-4	LEA-wide			\$ 93,528	\$ 242,458
2	5	Technology and programs for adaptive intervention	LEA-wide			\$ 72,263	\$ 72,263
2	6	Formative assessment programs	LEA-wide			\$ -	\$ 3,100
2	7	Student Services Manager	LEA-wide			\$ -	\$ 92,698
2	8	LAS Links administration	Limited			\$ -	\$ 3,492
3	1	Middle School Engagement	LEA-wide			\$ -	\$ 152,498
3	2	Dean of Culture	LEA-wide			\$ 90,029	\$ 90,029
3	3	Enrichment Activities and Advisory Curriculum	LEA-wide			\$ -	\$ 5,800
3	4	Engaging Supplemental Technology	LEA-wide			\$ -	\$ 1,359
3	5	Facility Maintenance	LEA-wide			\$ 832,600	\$ 853,425
3	6	Admin Support Staff	LEA-wide			\$ 131,584	\$ 131,584
4	1	Induction Program	LEA-wide			\$ -	\$ 17,500
4	2	Credential Monitoring	LEA-wide			\$ -	\$ 16,776
4	3	Highly qualified teachers	LEA-wide			\$ 1,090,905	\$ 1,191,358
4	4	Summer Professional Development	LEA-wide			\$ 5,520	\$ 5,520
4	5	School Leader Training	LEA-wide			\$ 2,825	\$ 2,825

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Javier Hernandez (Principal)	jhernandez@voicescharterschool.com (209) 942-1130

Plan Summary 2020-21

General Information

A description of the LEA, its schools, and its students.

Voices College Bound Language Academy is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

We currently serve 46 Kindergarten-1st Grade students across our school. Our student population is 7% English learner (EL) and 71% are classified as Low Income, our LCFF Unduplicated count is 71%. (Data from [Dataquest](#)) Our students represent a variety of backgrounds and experiences, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of all is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Here are some successes from the 2020-21 school year based on local data. As a school in its first year, Voices Stockton does not have Dashboard data:

- We were able to have significant growth from benchmark 1 (fall 2020) to benchmark 2 (winter 2021). In foundational skills STAR assessment, both kindergarten and 1st grade students had growth. 1st grade in particular had double-digit increases in the percentage of students proficient in literacy skills on that assessment. In math, the school increased proficiency from benchmark 1 to benchmark 2 as well.

There were increases of 23 percentage points and 47 percentage points in kindergarten and first grade math proficiency, respectively, on math interim assessments.

- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading in $\frac{2}{3}$ of the year. With our distance learning, students had live literacy blocks in English and Spanish and live math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis and weekly intellectual preparation (lesson internalization). We then had success in bringing student snack for in person learning in April of 2021.

- We met all of our local indicators.

- Voices provided English Language Development training to all of our K-1 teachers. The training included 5 different sessions that covered our ELD curriculum or spoke to ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Prior to this year, we only provided this training to teachers of Systematic ELD.

- We did deep dives into interim assessments called the ROCI cycle, where student work is individually reviewed. As a result, teachers are able to plan whole-group reteach lessons or small group and one-on-one supports. This also helped the teacher and admin team focus on “target students” or students who would be a focus and represent the class. This data was reviewed regularly.

- We implemented weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal worked directly with grade-levels and teachers that needed more support in order to increase student outcomes. These sessions also helped teachers understand the math standards and to construct exemplars before teaching a lesson. We held training sessions on questioning in math.

- We continued our weekly math and guided reading or foundational skills observations for teachers. Feedback was provided on a platform called Whetstone for teachers to review but we also had virtual coaching sessions and once in-person school started, we had live coaching in the classroom.

- Teachers also engage in a weekly lesson study in guided reading and a weekly professional development session around foundational skills led by the principal and/or network leaders. Teachers reviewed lesson plans together, and watched each other’s videos to grow in a professional learning community.

- All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.

- We were able to provide some in-person support to cohort groups before our general population was invited back on campus. These groups included students with IEPs and students who needed behavioral supports.

- We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on local data, we have identified some areas of need. As a school in its founding year, we do not have Dashboard data yet.

- We have been working hard on tackling chronic absenteeism at our school site, as this was an area identified as red in the 2019 Dashboard where we had 12.2% of students chronically absent. Our English Learner subgroup was also red (46% of our students are English Learners). Our students with disabilities were orange in this category. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020 and 2021, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance via text messages to the whole school population. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Parent Liaison and other school leadership staff took the lead on these actions to form the re-engagement team. Tier II strategies included Parent Liaison monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian to discuss impact on learning as a result of being absent and check ins with students. Tier III supports are needed by students demonstrating chronic absenteeism. Voices created a chronic absenteeism tool which allowed the Parent Liaison and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Local data indicates that guided reading instruction is still an area of need in both Spanish and English (or a student's native language). Overall 9% of our students were at grade level in reading after a year of distance learning and some hybrid instruction. While we engaged in a lesson study weekly whether in person or online, our students still struggled with literacy throughout the year. We focused on improving student reading levels after benchmark 1 and benchmark 2 and after benchmark 2 we saw growth in foundational skills. While we were able to move many students out of pre-A levels by focusing on Concepts about Print Skills, we still have many students below grade level in reading. We particularly saw that when students returned to in-person learning, there were more gaps in literacy than our online running records and Concepts about Print (CAPS) tests had indicated, so we had to return to some foundational skills teaching. We will continue to focus on this next year in our teacher training and data analysis.

As we get ready to open 2nd grade next year, we are also gearing up for ELA interim assessments starting in 2021-22. We will add in ELA curriculum training next year and analysis of grade-level standards.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP address supports for students and staff coming off of a year of mostly distance learning in 2020-21. It also addresses pupil learning loss as a result of COVID-19 pandemic. We reviewed our internal data and stakeholder input to create 4 goals. These 4 goals address all 10 of the state priorities. Altogether they promote the achievement of all students, and in particular key subgroups of English

learners, they ensure our teachers are supported to deliver high-quality instruction, and that our school community (parents, students, staff) are engaged in a number of ways.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Voices Academy knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices Academy held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and stakeholder feedback was collected.

Opportunities for parents to discuss these topics:

Cafecitos: Once a month

ELAC Meetings: March 25th, April 22nd, May 20th

Parent Workshops: April 8, May 6

LCAP Overview Meeting for Staff and Parents: May 6th

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholder groups are listed below.

Strengths included:

Annual SEL survey topics (staff and parents/guardians)

School climate rated positively:

Staff 93%

Feedback and Coaching rated positively:

Staff 83%

Professional Learning rated positively:

Staff 76%

School Safety rated positively:

Parents/guardians 92%

School Climate rated positively:

Parent/guardians 87%

Strengths of LCAP stakeholder survey:

86% of respondents reported they were highly satisfied or satisfied with efforts to address student emotional wellbeing.

86% of respondents reported they were highly satisfied or satisfied with efforts to support family and pupil engagement.

100% of respondents were highly satisfied or satisfied with in person instruction and safety.

71% of respondents reported they were highly satisfied or satisfied with distance learning.

86% of respondents reported they were highly satisfied or satisfied with efforts to mitigate student learning loss.

Areas of opportunity included:

Annual SEL survey (all staff and all parents/guardians).

38% of teachers reported school leader communication of important information to staff was effective.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions.

Voices will hire a Parent Liaison and provide more opportunities for parents to participate in school and to keep parents informed. **Goal #3**

Additionally, we will continue to focus on student wellbeing by supporting them to build coping skills. We will continue to implement an SEL curriculum **Goal #3**

Voices will also provide additional academic support for students to mitigate learning loss. We will hire additional associate teachers to provide small group instruction and tutoring and provide adaptive technology intervention programs. **Goal #2**

And Voices will provide more coaching for teachers so that they can deliver highly effective instruction. **Goal #1, #2**

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

A percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies. Given that this is a typically underserved population and that the gap widens as grades go up, we are choosing to be proactive and to focus on this subgroup in advance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 2)				All Students - 50% proficient on SBAC ELA or math English Learners 30%
CA School Dashboard- English Learner Progress Indicator (ELPI)	NA - no data given this is our first year				55% of English language learners progress at least one level or maintain

The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4					
Data Quest Percentage of students redesignated Fluent-English Proficient since last census	NA - no data given this is our first year				15% reclassification rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our K-2 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	\$3,300	Y
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	\$2,000	Y

Goal 2

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

An explanation of why the LEA has developed this goal.

Our local data indicates that two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students in reading and literacy skills. Our internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in foundational skills and reading. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2	45% of students proficient in 20-21				45% of students meet proficiency in Benchmark 2
Internal ELA Assessment in Benchmark 3	Not available in 20-21. Will start with 2nd grade in 21-22				30% of students meet proficiency in Benchmark 2
Running Records/Reading in Benchmark 3	22% of English Learners proficient in reading, native language				35% of English Learners proficient in reading, native language
Professional Development Calendar*	100% of teachers receive academic content and performance standards				100% of teachers receive academic content and performance standards

	professional development				professional development
Curriculum and Assessment inventory/ procurement list*	100% of students have access to standards-aligned materials				100% of students have access to standards-aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	\$6,000	N
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	\$6,275	Y

Action 3	Staff Coaching support	If we provide staff with coaching support we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	\$118,876	N
Action 4	Associate teachers in grades K-4	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students.	\$137,250	Y
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	\$12,532	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	\$3100	N
Action 7	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify	\$1000	N

lessons or better integrate language learner strategies in specific Spanish language or content area lessons.

Goal 3

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

An explanation of why the LEA has developed this goal.

Internal data and observations, and family input indicate that student engagement is an area to address. Based on the school Dashboard, Chronic Absenteeism is an area to improve. Additionally, our internal tracking systems show that while overall attendance goals are regularly met, there is a select group of students who we need to target and engage for attendance, particularly in the upper grades. Almost 1.5 years of distance learning due to the COVID-19 pandemic,. students need to rediscover the joy in school and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. We did implement the ToolBox Project curriculum to address socio-emotional learning this year, and it was implemented well for its first year. However, additional staff and training is needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making*	92% survey response.				At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey.
Sign-in sheets/survey counts	No baseline (sign in sheet) parents/guardian participation LCAP meetings				Parent/guardian attendance at LCAP meetings will increase year over year.

Parent participation in programs for unduplicated pupils* Sign-in sheets and training dates	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class
Average daily attendance rates as of May 2nd (P2)	No previous data data (due to school opening in 2020-21)				Attendance rate of $\geq$ 95% for All students Attendance rate of $\geq$ 95% for ELs Attendance rate of $\geq$ 95% for low SES
Chronic Absenteeism rate as of May1st (Voices Chronic Absenteeism tool)*	No previous data on CA Dashboard due to school opening in 2020-21 ALL - 24.1% Per Voices Chronic Absenteeism Tool				<10% Chronically absent per Voices Chronic Absenteeism tool

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Parent Liaison	Voices will hire and retain a Parent Liaison that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Parent Liaison will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for TK-2. The Parent Liaison will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students	\$53,014	Y

Action 2	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas	\$2,800	N

Goal 4

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

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved a low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete	100 % Eligible Teacher complete induction program				100 % Eligible Teacher complete induction program

induction program (Voices BTSA list)*	within eligibility period				within eligibility period
Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	\$7,000	N
2	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	\$315,845	Y
3	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	\$2,500	N
4	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	\$2,825	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

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

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30%	\$187,174

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The majority of Voices students are unduplicated (77%), thus even services provided to the entire school (All Students) principally target the needs of unduplicated students.

Furthermore, Voices has a multi-tiered system of supports, that said, assessment and support systems will identify underperforming students and therefore will primarily serve those student groups with the highest needs and is principally directed toward our unduplicated students.

Goal 1, Action 2 Standards Aligned Curriculum- Our unduplicated students, especially our ELs need specialized strategies in order to access curriculum. The core curriculum that Voices has implemented provides these language learner strategies for teachers to implement.

Goal 1, Action 4 Associate Teachers in Grades K-2- Our data demonstrates that unduplicated students have the most opportunity for academic growth and achievement. ATs will pull small groups of students for differentiation and tutoring in class that will lead to increased academic achievement on state and local assessments.

Goal 1, Action 5 Technology and programs for adaptive intervention programs- Our data demonstrates that unduplicated students have the most opportunity for academic achievement. Technologically based adaptive programs will meet students where they are and lead to increased academic achievement on state and local assessment.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Voices be effective in meeting LCAP goals and the identified needs of the unduplicated student groups.

Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is a charter school with a mission designed to meet the needs of historically underserved students which include unduplicated students (77%). In addition to LCAP actions, Voices offers a variety of programs and support services principally directed towards the needs of English Learners, low-income students and Foster/Homeless Youth to assist in closing achievement gaps.

Using the calculation tool provided by the state, Voices has calculated that it will receive \$187,174 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 30%. Our LEA has demonstrated that it has met the proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language at Stockton	Javier Hernandez (Principal)	jhernandez@voicescharterschool.com (510) 480-0540

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 4

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	\$556	\$26,223	N
Purchase of additional curriculum to support all teachers teaching ELD.	\$1,356	\$	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Voices also expended \$7,600 for an annual subscription to Parent Square, an app utilized for school to parent communication and for staff and parents to conduct daily wellness checks prior to entering the Voices campus.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and vaccines were more widely available to educators. We were able to bring our first group of students back on campus in mid-April of 2021 which was our Kindergarten and 1st grade students, at 50% capacity following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

Voices conducted a successful training program that included sessions on COVID-19 safety measures, revision of new or adapted operations procedures, hybrid instructional schedules and vision for culture,

hyflex strategies for our instructional blocks, Special Education procedures and requirements, and socio-emotional learning and supports for students. Voices' training program started 3 weeks before our return date of April 5. Teachers had a minimum of two full days for planning instruction and setting up their classrooms. Feedback was positive with teachers reporting they felt safe and understood the rationale for returning for in-person instruction.

The operations leadership team was successful in setting up classrooms and campus stations with personal protective equipment and disinfectant supplies. All classrooms were set up to follow social distancing guidelines. All staff members and students have access to PPE as needed. School campus is cleaned and sanitized daily and deep cleaned once a week. Per our Safety Plan, Staff members were brought on campus safely to practice protocols. Additionally, Voices purchased a parent communication system called Parent Square which we were able to use as our COVID 19 tracker. All parents and staff complete a Wellness survey on Parent Square prior to coming to or bringing students on campus.

In addition to the supply of PPE that was provided by the state, it is replenished as needed. Plexiglass barriers were also purchased and placed throughout the main office and classrooms to provide additional safety for our students and staff.

Our in-person instructional offering includes ELD (English Language Development) instruction 4 days a week. Every teacher received 5 days of training in ELD this year and thus the curriculum had to be purchased to support all teachers. Curriculum included teacher-facing manuals as well as student materials. In previous years, English learners switched classrooms per their English proficiency levels. As mixed cohorts were not allowed per our safety guidelines, we had mixed proficiency groupings for ELD. A challenge that came up during in-person instruction was how teachers could best support "Group C". Group C is Voices 100% distance learners due to parent choice. Teachers requested support for teaching these students and Voices provided training on hyflex instruction, or simultaneously teaching students online and in-person. Our team provided sample videos of ELD hyflex instruction (in addition to guided reading, math and ELA instruction) and a guidance document for teachers to follow that included technology set-up and tips for student engagement.

Our students were excited to be on campus for in person learning. Voices students who logged in via Zoom for key parts of the day were also re-energized to do their distance learning. Teachers reported feeling this joy again due to having students present in person.

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer math Interim Assessments and virtual running records with our distance learning program for the Fall of 2020 and Winter of 2021 Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive. Teachers and the leadership team analyzed student results each benchmark during Voices' Results Oriented Cycle of Inquiry. Our third round of interim assessments will be done in person.

Other interim assessments purchased for in-person instructional offerings also served us well in our distance learning program. Voices was able to successfully pilot and fully implement StarCBM and Star

Early Literacy via remote testing. Teachers used student results to address early literacy gaps in virtual instruction. Teachers also used BookNook (an online reading platform) for reading intervention, though it was conducted virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	\$960	\$400.00	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	\$5,154	\$34,185	Y
Costs for additional professional development and training for teachers and associate teachers to support online teaching and learning management	\$4,152	\$	N
Purchase of materials for take home kits and laptop bags for every student	\$1,136	\$12,780	Y
Mailing costs for work packets to be sent home	\$500	\$403.01	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Students in K-1 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, K-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

English Learners received English Language Development classes 4 days a week from a trained teacher. We continued to provide online reading intervention classes for some of our students as well, who were identified through the Student Services Team process.

All students were given a take-home kit and work packet each month. Teachers compiled materials and our Special Education teachers made differentiated packets or supplemental packets for students with IEPs. Take-home kits included school materials as well as needed manipulatives, novels, texts or handouts. Voices had parents come each month to pick up their supplies and drop off the previous work packet.

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home visits. We purchased chromebooks and ipads in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased hotspots for students that did not have access to the internet. One success that we had was our technology services to troubleshoot with families if they were having trouble connecting. Families who needed additional support were able to schedule appointments for curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

We hosted a parent tech support day, where we scheduled parents to come in to pick up materials and then walked them through how to use the technology at home, at a safe distance and following safety protocols. One challenge was that while we did this in the summer, once school began we had many caregivers who were not able to navigate the laptops and internet to help their students. Many caregivers called our staff to help them troubleshoot the technology.

Pupil Participation and Progress: Voices tracked pupil participation using daily and weekly attendance trackers and recorded into PowerSchool. Teachers, Principals and Deans of Culture used the tracker to keep records regarding student participation and to reach out to families as needed. Voices' Parent Liaison also kept a communication log to track parent communication and interventions that were put in place to support engagement and track progress. Interventions included morning check in prior to Zoom sessions, support in breakout rooms to redirect attention to increase focus, and parent/guardian meetings conducted via phone or Zoom to set and clarify student expectations that the parent/guardian could promote at home). We also had a Special Education services tracker which was maintained by our Special Education department to track services and minutes completed for students with IEPs.

Student academic progress was tracked via Smarty Ants and Dreambox Learning (our asynchronous applications). We also used SeeSaw to post assignments or quizzes, track completion and give students feedback.

Teachers were able to keep students engaged in distance learning by using engaging platforms such as PearDeck or NearPod. This allowed the teacher to build in checks for understanding, practice items or help facilitate group work. Teachers also used the Zoom chat and breakout room features. Students were taught how to use these features to engage with classmates throughout the day.

Voices tracked student progress informally and formally via assessment where students either completed an online task or showed their white boards to the screen, or a teacher or associate teacher checked in on students in breakout rooms. We also continued our daily exit tickets in math and our interim assessments in reading, literacy and math. Teachers reviewed this data to determine which students needed additional support.

Teachers and the Parent Liaison used ClassDojo to communicate with families as needed about pupil participation. The Parent Liaison also contacted families directly to discuss needed support. Additionally, Voices hosted a virtual parent support event at the start of the year called a Day of Support/Dia de Apoyo and conducted a Network-wide Parent Education session on "Making Technology Work for You".

Distance Learning Professional Development:

Voices started the year out with a full month of training for new teachers that was focused on culture-building, Voices curriculum and online management strategies. All teachers had 2 weeks of training and planning that included synchronous sessions about online teaching strategies (how to engage students online, how to set up technology for distance learning, how to teach our curriculum online) and asynchronous modules to learn online teaching platforms (Google Classroom, Pear Deck, GoFormative etc.). Our associate teachers joined in on a few sessions as well.

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation. On a recent survey, 80% of teachers shared that PD in distance learning was useful.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. Teachers had positive feedback about our school site leaders (principal, Parent Liaison) and coaching throughout the year. Staff provided feedback during weekly huddles and in one on one coaching meetings. Staff were provided with a space for weekly huddles (daily during the first week of the year) to share how distance learning was transpiring. We then followed up with regular surveys. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide.

Staff Roles and Responsibilities:

This year Voices trained associate teachers (ATs) in the summer. ATs attended classroom management sessions over a few days and our literacy practices. They also participated in online learning strategies trainings and they were able to practice an online lesson along with teachers. We did this in response to staff feedback where associate teachers, teachers and school admin all saw a need for more training of Voices ATs.

Resources were provided to teaching and associate teaching staff, such as a Voices laptop to do their work. We reimbursed for phone and internet use, per our policy. All teachers and associate teachers had daily time to plan their lessons. Teachers had Wednesdays to use for professional development, data analysis, lesson preparation and lesson planning.

Teachers and associate teachers were given regular surveys from September through March. These were opportunities to provide feedback on the experience of virtual teaching in order to modify site training or plans. As a result, the school focused more on engagement strategies for all content areas and how to provide more social-emotional support for students.

Voices hired a COVID-19 Liaison to support and address COVID-19 related issues and/or concerns. The COVID Liaison implemented and conducted audit safety protocols and staff training with the support of the school site Business Manager. Additionally, the COVID Liaison consistently keeps up with the rapid changes to the state COVID-19 regulations.

Voices made adjustments to school site staff assignments and schedules to support meal distribution, assemble furniture, and prepare and distribute student work packets and supplies. All school site staff were provided COVID-19 safety training which included food safety guidelines. School site support staff and kitchen staff supported with distribution of meals to students through curbside pick up.

Support for Pupils with Unique Needs:

Voices provided designated ELD 4 days per week via distance learning, with all teachers trained in strategies and curriculum. We also included best practices for English Learners in our summer training so teachers could use them throughout the year (content and language learning objectives, sentence frames and stems, visuals).

Special Education services were provided 5 days a week for any students with these services based on their IEP. Voices provided all minutes of service to students.

One challenge was the amount of instructional and behavioral support needed for some students via Zoom. Some students had strong reactions to online learning and they refused to engage, and parents had to support them with management but this made it difficult to make progress early on.

One success was in bringing on a small cohort of students with special needs in tier 2 and tier 3. Once we opened this cohort in November, some of the student behaviors decreased and we could begin addressing academic gaps. Having students in person allowed us to build relationships with students, which then carried over into their virtual sessions when they were back at home. With students now recognizing the structure of their lessons and the instructors in person, they better know what to expect. In addition, we persevere through challenges and have had parents more able to work with our school and service providers.

Voices teachers and ATs worked with students with unique needs throughout the day in small groups, per our learning model. We used data to make these small groups, which showed our English Learners and Students with Special Needs still needed more support.

Teachers made weekly calls home to parents/guardians and office staff contacted parents/guardians as needed. At the start of the year, students and families who needed more frequent touch points were in contact with school staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	\$2,076	\$6,297	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support	\$1,232	\$	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A success was the training Voices provided to our teachers in addressing unfinished learning in math for our incoming and founding 1st graders, who had major gaps from kindergarten going into distance learning in Spring 2020. We did this in our summer training and then throughout the year during teachers' monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network and Navigator/Accelerator). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We updated our math weekly data meeting tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were behind, including those in subgroups. As a result of this focus on tracking data weekly and reflecting on instruction, we were able to see major growth from benchmark 1 to benchmark 2 on our interim assessments in math. For example, kindergarten proficiency levels increased from 32% proficient to 55% proficient in one benchmark, while 1st grade went from 13% proficient in math to 60% proficient in math in one benchmark.

We knew that literacy was taking a hit being delivered to our k-1 students online in September through March. Still, we chose to focus on literacy as a school. Our teachers engaged in weekly training sessions focused on shared reading and guided reading. At first, we tackled how to deliver these lessons in a virtual setting in a weekly lesson study where teachers prepared for shared reading and guided reading together. A challenge was in how to show students literacy skills such as holding a book the right way, pointing to each word, in a virtual setting. We were able to use platforms such as BookNook, RAZ Kids and other online book platforms in our virtual guided reading. Our first benchmarks results for literacy showed that we were not making the impact we wanted to. We zeroed in on foundational literacy skills in training and coaching. Each week we did an additional lesson study on foundational skills such as CAPS, phonemic awareness and digging deeper into our curriculum and assessments. Voices ATs were

also trained in foundational literacy skills. They led sight words and fluency instruction online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms. As a result, we had growth in all areas of early literacy on the STAR/Renaissance early literacy assessment. 1st grade in particular had double digit points growth in the percentage of students proficient in areas from phonemic awareness, to phonics, to concept of word to sentence level comprehension. Our students are still not at grade-level in reading, but many made growth on sight words and the CAPS assessment from benchmark 1 to benchmark 2.

For English Language Development, as previously mentioned, Voices is proud we provided 4 days of designated ELD instruction in distance learning. Teachers were given a pacing calendar, though a challenge was timing. We found that online lessons took longer to deliver than in-person lessons. We also had 15 minutes less for ELD than usual - the reason for that being we were trying to provide a high quality program while trying to balance teacher/parent feedback on screen time. That, coupled with only 4 days a week made for much slower pacing. As a result, teachers tended to get through half the units they normally would in a school year. We are looking at this as a focus in the next year.

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. As previously mentioned, we also opened up a cohort for those students in November. It ran a few weeks before COVID-19 levels rose again. We opened the 4-day cohort again in February/March of 2020 and continued with it when we brought our students back for our hybrid plan.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen.
- Voices selected the Toolbox Project as a supplemental SEL curriculum and leveraged these lessons across grades. The Toolbox Project naturally encourages social equity through empathy, understanding, and 12 skills or practices to navigate the complexities of everyday life
- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020

with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.

- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.

- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

Voices conducted a Network-wide Family and School Relationships survey for the parent/guardian community to gather actionable data on the following:

School Climate - Perceptions of the overall social and learning climate of the school;

Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school - area of strength;

School Safety - Perceptions of student physical and psychological safety at school - area of strength and;

Family Support - Families' perceptions of the amount of academic and social support that they provide their child with outside of school - area of opportunity.

Voices previously used hard copy surveys, however, given Voices families had been more exposed to technology given the virtual setting, we opted to implement an online survey which resulted in a 72.6% response rate. This response rate was quite successful given the COVID-19 fatigue parents/guardians were experiencing and results were extremely favorable.

- Voices utilized a tiered approach to address student social emotional and mental health concerns:

- Tier I strategies target all students and most students can be successful with this level of support.
- A Tier I strategy used on a weekly basis is Plaza Comunitaria which teaches and reinforces Voices core values (Si Se Puede Attitude and In Lak'Ech), school-site values (Activism and Scholarship) and character traits and is an opportunity to celebrate successes and build culture. This weekly activity promotes connectedness for students and community building which serves to provide a sense of stability for students. Another example is regular classroom check ins with students to hand out Character Counts! Tickets as a way to acknowledge character traits being promoted.

- Tier II supports are for students that need a little more attention and support. They need adults to know them a little bit better in order to know what adjustments need to be made. Voices Parent Liaison and other school leadership staff took the lead on these actions as the re-engagement team.
 - Tier II strategies included Parent Liaison monitoring attendance and engagement, regular communication with parent/guardian via phone, text and email on observations and feedback from the Teacher.
- Tier III supports were needed by a very small fraction of the student population (less than 2%). Students and families received individualized support and modifications. These plans were adjusted for students as needed.
 - Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs.
- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well- being on a regular basis.
- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

- Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.
- Given the prolonged impact of COVID-19 and need for parent/guardian support during virtual learning, in many cases, parents supporting multiple students at home and juggling working from home, parents'/guardians' bandwidth was stretched thin. This impact to parents'/guardians schedules resulted in the Parent Liaison having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies then in previous settings as they were less available to take these calls.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes include the following:

- Voices utilized a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English):

- Tier I strategies target all students
 - Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance via text messages to the whole school population.
- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Parent Liaison and other school leadership staff took the lead on these actions to form the re-engagement team.
 - Tier II strategies included Parent Liaison monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian to discuss impact on learning as a result of being absent and check ins with students.
- Tier III supports are needed by students demonstrating chronic absenteeism.
 - Voices created a chronic absenteeism tool which allowed the Parent Liaison and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

- Parents/guardians experiencing pandemic fatigue several months into the school in addition to the needed support during virtual learning. Many families were supporting multiple students at home and juggling working from home, not to mention that many Voices families were faced with financial hardship. This resulted in parents'/guardians' bandwidth being tested daily with the resulting impact being the Parent Liaison having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies then in previous settings. The Parent Liaison remained diligent and was eventually able to connect with families to support Tier II strategies and connection to community resources.

- Parent Liaison had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The U.S. Department of Agriculture Food and Nutrition Service announced waiver extensions through the end of June 2022, so Voices will continue providing free nutritious meals to our in-person and distance learners. Although student meal applications were not required for students to obtain a meal,

Voices collected 100% of meal applications via regular mail and during scheduled family work packet distribution days. Additionally, school site assistance was made available to support any families who need help filling out the meal application. Families mailed their application to the school site in a self addressed stamped envelope.

Voices provided school site staff and families training on safety protocols for those students consuming their meals in the classroom during hybrid instruction in order to maintain a safe environment.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	\$3,200	[\$ 0.00]	N
N/A	Translation services for written parent resources and communications	\$1,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	\$672		Y

Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	\$620	\$2,584	Y
School Nutrition	Providing nutritious meals to all students	\$4,808	\$19,602	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in the actions and services identified.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Voices learned a variety of important lessons that will impact our goals and actions moving forward. They are broken down into the following sections:

Access to standards-aligned materials

-Voices will continue to support teachers' understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in teachers' understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

-Training our associate teachers (ATs) was key in this year of distance learning. Having Voices ATs attend summer training with teachers was well received by staff at all levels. It made distance and in-person instruction much more effective. Voices also trained ATs alongside teachers for in-person instruction. We would like to continue training our ATs during the summer and throughout the year, on engagement strategies as well as the instructional pieces they own. This year Voices needed to provide them with a laptop to support distance learning, which was not provided to them in previous years. We would like to continue to provide them this technology in order to plan for their work with small groups at school when we return to in-person instruction this year and in future years.

English Learners support

It was exciting to be able to provide all teachers with designated ELD and Systematic ELD training, which was our response to a request we had heard for many years. However, providing this training to all teachers meant we had to purchase more curriculum and teacher training manuals. We do see this as a continued area of focus. Voices will continue to develop teachers' understanding of language development and both designated and integrated ELD. Additionally, Voices will add staff that can lead this work at the school site so that we can have a Student Services Manager focused on special services and an English Learner Specialist who can focus on ELD training and coaching.

Special Populations Pupil Achievement

We were proud of our work in providing regular services to students with IEPs even in a remote setting. We want to build on this work by strengthening the internal supports we provide students.

Overall pupil achievement and learning loss

Voices will continue to use formal and informal assessments to track pupil progress. This means continuing and strengthening our use of online learning platforms that are differentiated and adaptive for students (Achieve3000/SmartyAnts, Dreambox). It also means training our intervention teachers to review this data regularly to share updates with the rest of staff.

We will continue to use our interim assessments and partner with Achievement Network to look at data. These interim assessments help us see where we stand overall and make plans for individual students.

We will continue to use some of the software we purchased for distance learning which made instruction both engaging but also helped teachers track data more effectively such as GoFormative.

Student Engagement

While Voices maintained a strong attendance rate throughout the year, we see disengagement from students of concern. However, we want to continue to partner with our parents and provide supports for these students.

Given the COVID-19 pandemic and cause for concern about students' mental wellness, we adopted a Socio-Emotional curriculum this year and will continue this work next year. Voices is considering hiring additional middle school staff to focus on advisory curriculum and engagement activities for our middle school students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess pupil learning loss and address it in the next few years. Our 2021-24 LCAP includes key strategies around assessment, engagement, teachers support and specific tiered student support.. We will continue to use formative assessment to gauge learning progress for our students and use that data to differentiate instruction as needed or provide more specific interventions. We have learned many strategies about re-engaging students and families and training staff on engagement. The 2021-24 LCAP includes actions to support specific students or groups that could disengage due to learning loss. Finally, we know that our traditionally underserved populations such as students with special needs and English Learners will most be impacted by the pandemic-related learning loss. We are working to address that learning loss by trying to extend associate teacher hours, providing consistent coaching and training, providing training and coaching to teachers on how to accelerate learning of these students, training on how to use the curriculum to provide strong tier 1 and tier 2 instruction, and strategies for how to differentiate in the coming years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences in the actions and services identified.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data and reflections represented here have helped us create our 21-22 through 23-24 LCAP. Our goals for that LCAP include a focus on English Learners, Students with Special Needs, increased staffing and training, and stronger student and family engagement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of

actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant

to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

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Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 601,041	\$ 29,391	\$ 5,300	\$ 35,584	671,317	\$ 631,615	\$ 39,702

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		\$ 2,400	\$ -	\$ -	\$ 900	\$ 3,300
1	2	ELPAC administration		\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
2	1	Benchmark Assessment Licenses and Screener		\$ -	\$ 6,000	\$ -	\$ -	\$ 6,000
2	2	Standards Aligned Core Curriculum		\$ 3,275	\$ -	\$ -	\$ -	\$ 3,275
2	3	Staff Coaching support		\$ 118,876	\$ -	\$ -	\$ -	\$ 118,876
2	4	Associate teachers in grades K-4		\$ 90,274	\$ 23,391	\$ -	\$ 23,584	\$ 137,250
2	5	Technology and programs for adaptive intervention		\$ 12,532	\$ -	\$ -	\$ -	\$ 12,532
2	6	Formative assessment programs		\$ -	\$ -	\$ -	\$ 3,100	\$ 3,100
2	7	LAS Links administration		\$ -	\$ -	\$ -	\$ 1,000	\$ 1,000
3	1	Parent Liaison		\$ 53,014	\$ -	\$ -	\$ -	\$ 53,014
3	2	Enrichment Activities and Advisory Curriculum		\$ -	\$ -	\$ 2,800	\$ -	\$ 2,800
4	1	Induction Program		\$ -	\$ -	\$ -	\$ 7,000	\$ 7,000
4	2	Highly qualified teachers		\$ 315,845	\$ -	\$ -	\$ -	\$ 315,845
4	3	Summer Professional Development		\$ -	\$ -	\$ 2,500	\$ -	\$ 2,500
4	4	School Leader Training		\$ 2,825	\$ -	\$ -	\$ -	\$ 2,825

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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 482,185	\$ 530,041
LEA-wide Total:	\$ 477,765	\$ 524,741
Limited Total:	\$ 4,400	\$ 5,300
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	Limited			\$ 2,400	\$ 3,300
2	1	Benchmark Assessment Licenses and Scores	LEA-wide			\$ -	\$ 6,000
2	2	Standards Aligned Core Curriculum	LEA-wide			\$ 3,275	\$ 3,275
2	3	Staff Coaching support	LEA-wide			\$ 118,876	\$ 118,876
2	4	Associate teachers in grades K-4	LEA-wide			\$ 90,274	\$ 137,250
2	5	Technology and programs for adaptive interven	LEA-wide			\$ 12,532	\$ 12,532
2	6	Formative assessment programs	LEA-wide			\$ -	\$ 3,100
2	7	LAS Links administration	Limited			\$ -	\$ 1,000
3	1	Parent Liaison	LEA-wide			\$ 53,014	\$ 53,014
3	2	Enrichment Activities and Advisory/Curricular	LEA-wide			\$ -	\$ 2,800
4	1	Induction Program	LEA-wide			\$ -	\$ 7,000
4	2	Highly qualified teachers	LEA-wide			\$ 315,845	\$ 315,845
4	3	Summer Professional Development	LEA-wide			\$ -	\$ 2,500
4	4	School Leader Training	LEA-wide			\$ 2,825	\$ 2,825

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa	Brittany Erway (Principal)	berway@voicescharterschool.com (510) 480-0540

Plan Summary 2020-21

General Information

A description of the LEA, its schools, and its students.

Voices College Bound Language Academy is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

We currently serve 208 Kindergarten-4th Grade students across our school. Our student population is 62% English learner (EL) and 53% are classified as Low Income, our LCFF Unduplicated count is 77%. (Data from [Dataquest](#)) Our students represent a variety of backgrounds and experiences, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students succeed. At the center of all is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019 California Dashboard and local data, here are some successes from the 2019-20 and 2020-21 school year:

- Our suspension rate is “Green” on the Dashboard. All subgroups but one (1) are green, with the other being in yellow.
- We were able to mitigate significant learning loss in math and ELA during the COVID-19 pandemic. In our analysis of year-over-year results for our interim assessments, students are performing at similar levels as they were before we went into distance learning. For example, between the 2019-20 second benchmark ELA interim assessments to the 20-21 second benchmark we had a 5% increase.

- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading. With our distance learning, students had a live one hour lesson in ELA and math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis and weekly intellectual preparation (lesson internalization).
- We met all of our local indicators. Based on local data, successes include:
 - We were able to provide virtual English Language Development (ELD) for all English Learners. All K-5 teachers were trained in designated ELD via EL Achieve's Systematic ELD training program and curriculum. ELD was done 4 days per week virtually and then 4 days per week when grades began in-person instruction.
 - All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.
 - We were able to provide some in-person support to cohort groups before our general population was invited back on campus. These groups included students with IEPs.
 - We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Reviewing the 2019 California Dashboard, there are a few areas in the "Orange" and "Red" identified as areas for the upcoming school year.

- We have been working hard on tackling chronic absenteeism at our school site, as this was an area identified as red in the 2019 Dashboard where we had 12.2% of students chronically absent. Our English Learner subgroup was also red (46% of our students are English Learners). Our students with disabilities were orange in this category. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020 and 2021, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent communication, sending text messages to the whole school population after winter and spring break with reminders to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Parent Liaison monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, home visits (being mindful of safety protocols of social distancing, wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent. Tier III supports are needed by students demonstrating chronic absenteeism. Voices created a chronic absenteeism tool which allowed the Parent Liaison and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III

strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Moving forward, a Dean of Culture will support these efforts.

Of our total student population, 61.9% are English Language Learners and 8% are students with disabilities. Our internal data shows that these subgroups are performing at lower proficiencies than our overall population. We would like to target this area for improvement in both ELA and Math. We took some steps this past year within our distance learning and hybrid programs, but will continue to focus on this area. Steps already taken include:

- Voices adopted of a new curriculum, EL Education, that has built in references and to target students with disabilities and English learners. We are ending our 2nd year with this curriculum and teacher response has been positive. EL Education provided a flex curriculum for distance learning so we were able to continue building our momentum in the implementation of this curriculum.
- Voices provided English Language Development training to all of our K-4 teachers. The training included 5 different sessions that covered our ELD curriculum or spoke to ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Prior to this year, we only provided this training to teachers of Systematic ELD.
- In 2019-20, our department of special populations had a focus on Student Success Teams and interventions. Our Student Services Manager was trained in strengthening interventions to support students with SSTs and how to monitor their progress. This also helped her build a toolbox of strategies for supporting the Special Education team.
- We continued to do deep dives into interim assessments, where student work is individually reviewed. As a result, teachers are able to plan whole-group reteach lessons or small group and one-on-one supports. This also helped the teacher and admin team focus on “target students” or students who would be a focus and represent the class. This data was reviewed regularly.
- We continued to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach worked directly with grade-levels that needed more support in order to increase student outcomes. These sessions also helped teachers understand the ELA standards and texts they were teaching and to construct exemplars before teaching a lesson. These sessions also helped teachers understand the math standards and to construct exemplars before teaching a lesson. We also developed an ELA data meeting tracker and continued to use our math data meeting tracker in order to provide teachers feedback on their analysis and ensure that they were looking at all students and creating small groups.
- We held training sessions on ELA shifts and text complexity. In order to strengthen their teaching, teachers were trained to analyze a text through the 4 dimensions of text complexity before reviewing the lesson plan.
- We held training sessions on backwards planning from interim assessments in both math and ELA. Teachers broke down passages in order to build their own content knowledge. They completed examples of specific items on the assessment to build their content knowledge.
- Weekly coaching sessions based on observation in either math and ELA. In some cases teachers were also observed in English Language Development and received additional coaching to support English Language Learners. We hope to continue these action steps next year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP address supports for students and staff coming off of a year of mostly distance learning in 2020-21. It also addresses pupil learning loss as a result of COVID-19 pandemic and areas of growth per the 2019 California School Dashboard. We reviewed our internal data and stakeholder input to create 4 goals. These 4 goals address all 10 of the state priorities. Altogether they promote the achievement of all students, and in particular key subgroups of English learners, they ensure our teachers are supported to deliver high-quality instruction, and that our school community (parents, students, staff) are engaged in a number of ways.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Voices Academy knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices Academy held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and stakeholder feedback was collected.

Opportunities for parents to discuss these topics:

Cafecitos: Once a month

ELAC Meetings: November 19th, December 15th, January 28th, February 18th, March 11th, May 27th, June 10th

Parent Workshops: September 29th, November 13th, December 10th, January 21st, February 23rd

Parent Leadership Meeting: February 25th, March 25th, April 29th, May 27th

LCAP Overview Meeting for Staff and Parents: May 17th

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholder groups are listed below.

Strengths included:

Annual SEL survey topics (all staff, students in 4th grade, and parents/guardians)

School climate rated positively:

Teachers 69%

Parents/guardians 82%

Professional Learning rated positively:

Teachers 60%

School Safety rated positively:

Parents/guardians 86%

Teacher-student relationships rated positively:

Students 78%

Strengths of LCAP stakeholder survey:

69% of respondents reported they were highly satisfied or satisfied with efforts to address student emotional wellbeing, 23% were neutral.

67% of respondents reported they were highly satisfied or satisfied with efforts to support family and pupil engagement, 21% were neutral

82% of respondents were highly satisfied or satisfied with in person instruction and safety, 10% were neutral.

67% of respondents reported they were highly satisfied or satisfied with distance learning, 26% were neutral.

67% of respondents reported they were highly satisfied or satisfied with efforts to mitigate student learning loss and 10% were neutral.

Areas of opportunity included:

Annual SEL survey (all staff, 4th grade students, and all parents/guardians.

53% of students in 4th grades reported challenging feelings (higher scores indicate less frequent challenging emotions).

40% of teachers reported that they receive feedback often.

Other input from: The most often suggested idea from families was to improve and increase communication between the school and the parent community.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions.

Voices will hire a Dean of Culture and provide more opportunities for parents to participate in school and to keep parents better informed.

Goal #3

Additionally, we will continue to focus on student wellbeing by supporting them to build coping skills. We will continue to implement an SEL curriculum **Goal #3**

Voices will also provide additional academic support for students to mitigate learning loss. We will hire additional associate teachers to provide small group instruction and tutoring and provide adaptive technology intervention programs. **Goal #2**

And Voices will provide more coaching for teachers so that they can deliver highly effective instruction. **Goal #1, #2**

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Internal interim math and ELA assessments show that when we pull our English Learners in comparison to RFEP and English Only students, our ELs proficiency is much lower than the overall population. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC)	6% of 3rd and 4th grade students met reached high average scores on MAP math 62% of 2nd graders met Proficiency on interim assessment in Math				All Students - 35% standard met or exceeded on SBAC math (subgroups below) Hispanic - 30% English Learners 30% Socioeconomically Disadvantaged - 30% Students with Disabilities 30%

	12% of 3rd and 4th grade students met reached high average scores on MAP ELA 31% of 2nd graders met Proficiency on interim assessment in ELA				All Students - 35% standard met or exceeded on SBAC ELA (subgroups below) Hispanic - 30% English Learners 30% Socioeconomically Disadvantaged - 30% Students with Disabilities 30%
CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	2019 CA Dashboard 60.7%				60% of English language learners progress at least one level or maintain
Data Quest Percentage of students redesignated	19-20 3.8% reclassification rate				10% reclassification rate

Fluent-English
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Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our K-5 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	\$6,192	Y
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	\$2,000	Y

Goal 2

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

An explanation of why the LEA has developed this goal.

Two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. Our internal reading and math interim assessment data shows that while most students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize

how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-5 in Benchmark 2	60% of students proficient in 20-21				65% of students meet proficiency in Benchmark 2
Internal ELA Assessment 2-5 in Benchmark 2	21% of students proficient in 20-21				30% of students meet proficiency in Benchmark 2
MAP Assessment Growth Goals	Data not available				55% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
MAP Assessment Growth Goals	Data not available				55% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
Professional Development Calendar*	100% of teachers receive academic content and performance standards professional development				100% of teachers receive academic content and performance standards professional development

Curriculum and Assessment inventory/ procurement list*	100% of students have access to standards-aligned materials				100% of students have access to standards-aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	\$21,640	N
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	\$7,700	Y
Action 3	Staff Coaching support	If we provide staff with coaching support through a full-time coach in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	\$209,733	N

Action 4	Associate teachers in grades K-4	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students.	\$288,474	Y
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom technology such as student laptops and iPads and programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts, iStation and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	\$33,468	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	\$3,100	N
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.	\$94,770	N
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	\$3,492	N

Goal 3

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

An explanation of why the LEA has developed this goal.

Our Dashboard, internal data and observations, and family input indicate that student engagement is an area to address. Based on the school Dashboard, Chronic Absenteeism is an area to improve. Additionally, our internal tracking systems show that while overall attendance goals are regularly met, there is a select group of students who we need to target and engage for attendance, particularly in the upper grades. A 3rd party independent survey given twice during the school year has also indicated that while teacher-student relationships are strong.. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Additional staff and training is needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making*	92% survey response.				At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey.
Sign-in sheets/survey counts	No baseline (sign in sheet) parents/guardian participation LCAP meetings				Parent/guardian attendance at LCAP meetings will increase year over year.

Parent participation in programs for unduplicated pupils* Sign-in sheets and training dates	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class
Average daily attendance rates as of May 2nd (P2)	19-20 data (due to pandemic closure) ALL 88.05% ELs 89.42% SED on red 88.81%				Maintain an attendance rate of $\geq$ 95% for All students Attendance rate of $\geq$ 95% for ELs Attendance rate of $\geq$ 95% for low SES
Chronic Absenteeism rate as of May1st (	19-20 data (due to pandemic closure) All -22.8% Chronically absent on CA Dashboard EL - 17% Chronically absent on CA Dashboard Hispanic - 21.2% Chronically absent on CA Dashboard Socioeconomically Disadvantaged - 25% Chronically absent on CA Dashboard				All <10% chronically absent per Voices chronic absenteeism tool EL <10% chronically absent per Voices chronic absenteeism tool Hispanic <10% chronically absent per Voices chronic absenteeism tool Socioeconomically Disadvantaged <10% chronically absent

					per Voices chronic absenteeism tool
Middle School Dropout Rate as of May 1st	0%				Voices will maintain a middle school dropout rate of $\leq 2\%$
Percentage of Student Suspended as of May 1st (PowerSchool)	As of 19-20 All - 0% Students with Disabilities 0%				Maintain a low suspension rate of $\leq 5\%$ for all students Maintain a low student suspension rate of $\leq 5\%$ for Students with disabilities
Student Expulsion Rate as of May 1st	0%				Maintain a low expulsion rate of $\leq 1\%$
Panorama Post Student Supports + Environment Survey Percentage of students grade 4 responding favorably to survey Sense of Belonging section*	67% of 4th grade students responded favorably				At least 70% of students respond favorably
Panorama Post Family-school relationships survey data (School Safety question)*	92% of parents/guardians responded favorably				At least 80% of parents/guardians will respond favorably to the school safety survey question
Broad course of study provided to all students, including unduplicated pupils	100%				100%

(as measured by report card)*					
Walk-through Safety Tool*	At least 4 walkthroughs per year				At least 4 walkthroughs per year

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Dean of Culture	Voices will hire and retain a Dean of Culture that 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 Curriculum and oversee enrichment programs at the school for K-5. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students	\$90,029	Y
Action 2	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas	\$5,800	N
Action 3	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	\$1,359	N
Action 4	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or	\$642,967	N

		needs will be tracked via the work order process and will be completed in a timely manner		
Action 5	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Manager will concentrate time on school attendance and reporting.	\$76,350	N

Goal 4

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

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved a low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program (Voices BTSA list)*	100 % Eligible Teacher complete induction program within eligibility period				100 % Eligible Teacher complete induction program within eligibility period

Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	\$7,000	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	\$16,776	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	\$800,085	Y
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	\$3,840	N
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	\$2,825	Y

Goal Analysis [LCAP Year]

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

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

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

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

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26%	\$537,898

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The majority of Voices students are unduplicated (83.3%), thus even services provided to the entire school (All Students) principally target the needs of unduplicated students.

Furthermore, Voices has a multi-tiered system of supports, that said, assessment and support systems will identify underperforming students and therefore will primarily serve those student groups with the highest needs and is principally directed toward our unduplicated students.

Goal 1, Action 2 Standards Aligned Curriculum- Our unduplicated students, especially our ELs need specialized strategies in order to access curriculum. The core curriculum that Voices has implemented provides these language learner strategies for teachers to implement.

Goal 1, Action 4 Associate Teachers in Grades K-4- Our data demonstrates that unduplicated students have the most opportunity for academic growth and achievement. ATs will pull small groups of students for differentiation and tutoring in class that will lead to increased academic achievement on state and local assessments.

Goal 1, Action 5 Technology and programs for adaptive intervention programs- Our data demonstrates that unduplicated students have the most opportunity for academic achievement. Technologically based adaptive programs will meet students where they are and lead to increased academic achievement on state and local assessment.

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Voices be effective in meeting LCAP goals and the identified needs of the unduplicated student groups.

Many of these actions and services are being performed on a schoolwide basis in order to increase their overall efficiency and effectiveness.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is a charter school with a mission designed to meet the needs of historically underserved students which include unduplicated students (83%). In addition to LCAP actions, Voices offers a variety of programs and support services principally directed towards the needs of English Learners, low-income students and Foster/Homeless Youth to assist in closing achievement gaps.

Using the calculation tool provided by the state, Voices has calculated that it will receive \$537,898 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 26%. Our LEA has demonstrated that it has met the proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language at West Contra Costa	Brittany Erway (Principal)	berway@voicescharterschool.com (510) 480-0540

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of teachers are appropriately assigned and hold CA a teaching credential or permit.	100% of teachers were appropriately assigned and hold CA teaching credential or permit, per requirements set by the California Commission on Teacher Credentialing.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Network staff will conduct credential review as part of the teacher hiring process and support our teachers' credentialing needs and conduct annual review of teacher assignments to ensure compliance and support our teachers for their credentialing needs. .35 FTE HR Specialist Salary + Benefits	\$14,337 Total \$12,000 (a) \$2,337 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's	\$4,496 Total \$4,125 (a) \$371.00 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's
Provide a competitive salary to attract and retain high quality teachers. Certificated Personnel Salary + Benefits	\$493,980 Total \$413,472 (a) \$80,508 (b) LCFF Base, Title I, EPA Object Code: 1000s (a), 3000s (a)	\$337,4224 Total \$304,893 (a) \$32,893 (b) LCFF Base, Title I, EPA Object Code: 1000s (a), 3000s (a)
Provide coaching support to teachers in the classroom. .5 FTE Academic Coach salary + Benefits	\$44,625 Total \$37,352 (a) \$7,273 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)	\$74,527 Total \$64,630 (a) \$9,897 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)
Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.	\$7,000 Total LCFF S/C Object Code: 5300	\$7,000 Total LCFF S/C Object Code: 5300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions and services were implemented as planned. Our coach and principal were able to provide teachers support and deliver weekly professional development. This professional development was focused around developing teachers' content knowledge in ELA and math standards.

Coaching and professional development continued even during COVID-19 distance learning. Teachers continued to receive weekly coaching sessions and regular feedback on their virtual teaching. In teacher surveys during distance learning, teachers reported feeling supported by their principal and coach.

Goal 2

Improve students proficiency and growth in key content areas, school-wide and for all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of students performing proficient on the CAASPP-ELA and Mathematics will increase: 3 percentage points from prior year	CAASPP/SBAC was suspended, therefore results were not available for the 2019-20 school year due to the COVID-19 pandemic. <u>Interim Assessment Results</u> <u>March 2020</u> Voices administered math and ELA benchmark interim assessments in 2019-20 before COVID-19 related school campus closures. - In benchmark 1 we had 1.7% of students proficient in ELA and 2% of students were proficient in ELA in benchmark 2. This was a growth of .3 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues

	with remote testing of Spring 2020 during a pandemic. - In benchmark 1 we had 31% of students proficient in math and 60% of students were proficient in math benchmark 2. This was a growth of 30 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.
The percentage of students meeting their growth targets on the MAP Reading and Mathematics assessment will increase: 2 percentage points from prior year	MAP results not available for 2019-20 school year due to COVID-19 pandemic school closures. MAP administration suspended.
100% of students will have access to standards-aligned materials	100% of students have access to standards-aligned materials such as EL Education curriculum and Eureka Math curriculum.
100% of teachers will receive standards-aligned professional development	100% of teachers received standards-aligned professional development, including sessions on standards deconstruction, CCSS shifts and content knowledge developing protocols.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math. Illuminate (ELA/Math)-\$5.82/student; NWEA (ELA/Math)-\$12.50/student PKRS (K only)- \$4.06/student + \$30 manual.	\$5,666 Total LCFF S/C Object Code: 4400	\$2,243 Total LCFF S/C Object Code: 4400
Purchase standards-aligned core curriculum and materials ELA curriculum and material costs	\$26,774 Total LCFF S/C Object Code: 4400	\$8,726 Total LCFF S/C Object Code: 4400

One time cost of \$3,638 (books), \$320 (teacher manual per grade (2nd-3rd)		
Purchase classroom technology including laptops, ipads, and projectors needed for blended learning. Dreambox-\$22.50 per student Achieve3000-\$42 per student +\$290 school site fee +\$2,695 for Professional Development Smarty Ants-\$4,545	\$22,258 Total LCFF S/C , DOE Object Code: 4400	\$27,434 Total LCFF S/C , DOE Object Code: 4400
Provide standards-aligned professional development and planning time (IPP) for teachers .3 FTE Principal Salary + Benefits	\$32,902 Total \$27,540 (a) \$5,362 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$27,218 Total \$24,546 (a) \$2,672 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The pandemic-related school closures caused us to reevaluate our technology provisions, particularly in grades K-1 where our model was 2:1 iPads for in-person learning. Due to distance learning in the Spring of 2020, additional Chromebooks were purchased for Voices students to ensure that all students without technology at home had access to a school Chromebook and/or hotspot as needed. Additionally, Voices made the decision for K-1 to use Chromebooks instead of iPads for both distance learning and our hybrid model. Our 2nd-3rd grade students already have 1:1 Chromebooks.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The services and actions were implemented as planned. Voices believes in data-driven instruction and we have a summer kindergarten screener and three annual benchmark cycles that help Voices teachers modify instruction and meet student needs. We allocated funds to purchase curriculum, assessments, technology, learning platforms and professional development to support teacher development in their content knowledge, data analysis, reflection and instruction. During Voices data analysis, we break down results for subgroups such as Students with Special Needs and English Learners with the principal serving as a model for how to do this. Teachers consider student needs in planning for whole group reteach and small group support. Voices' priority in 20-21 was to launch a new ELA curriculum and build teacher

content knowledge in ELA through training and coaching. The curriculum is especially aligned to our model of inclusive education and differentiation as it includes support for English Learners and students with special needs. All of Voices initiatives were fully implemented from August - mid-March with some small adjustments after the COVID-19 related school closures.

Voices purchased licenses for Illuminate, PKRS, and NWEA MAP in ELA and Math to track student proficiency and growth. Voices also purchased Dreambox, Achieve3000/Smarty Ants and classroom technology to supplement learning in both in-person and distance learning classrooms. Additionally, Voices purchased ELA curriculum (EL Education) and teachers had online and physical access to curriculum guides. Teachers responded favorably to the new curriculum and as a result there was stronger teacher and student engagement in ELA lessons.

Voices' benchmark assessments allowed us to respond to student needs throughout the year and modify instruction. The pandemic-related school closures caused us to reevaluate our technology, particularly in grades K-1 where additional Chromebooks were purchased. A total of 163 internet hotspots were purchased and distributed in the Spring of 2020 to our families. A success in distance learning was that the online adaptive learning platforms that we purchased in Achieve3000 and Dreambox were utilized by students and families at home.

The coach and principal-in-training were able to provide strong standards-aligned coaching to key grades throughout the year and a focus on data meetings led to strong results in benchmark 2. For example, from benchmark 1 to benchmark 2, the percentage of first grade students proficient increased by 59 percentage points in math. In benchmark 2 we also had 84% of our kindergarten students proficient on their math interim assessment.

The onset of COVID-19 and the suspension of in-person instruction posed some challenges that led to creative ideas to support student growth. We were not able to complete our third round of assessments as we prioritized instruction and were still determining the best ways to proctor our interim assessments via Zoom due to the COVID-19 school closure in March. We were able to collect end-of-year data on key standards from the final units of instruction in math in grades TK-3. This information was then used to plan for accelerated learning and to close unfinished learning in 21-22. We did continue to support teachers with virtual coaching and virtual professional development that was focused on data analysis, standards deconstruction, intellectual preparation and planning/instruction. Teachers continued to teach math and language arts standards four days a week with one day for professional development. One challenge we encountered was needing to take our Eureka and EL Education curriculum and turn it into a virtual curriculum. Both Eureka and EL Education provided guidance to varying degrees. With the support of network staff, teachers were able to modify pacing calendars and work across our network to create virtual lessons based on the original lessons. All books were scanned and students still had access to reading complex texts online. Additionally, teachers held office hours for all students so they could check in one-on-one with students in all subgroups.

Goal 3

Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of EL students making annual progress in learning English as measured by ELPAC will increase at least 2 percentage points up from the prior year.	ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.
The percentage of EL students reclassified to Fluent English (RFEP) annually will increase by at least 2 percentage points up from the prior year.	ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adaptive technology based, standards based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of \$290 + \$42 per license, Smarty Ants, set up charge of \$4,545. Purchase DreamBox, a flat fee of \$6,875.	\$9,878 Total LCFF S/C Object Code: 4400	See goal 2
Purchase LAS Links licenses to measure Spanish Language development. (\$6.50 per student (K-8th))	\$1,099 Total LCFF S/C Object Code:5882	\$1,067 Total LCFF S/C Object Code:5882
Associate Teachers conduct summer ELPAC testing for ELs.	\$800 Total \$800 (a)	\$582 Total LCFF S/C (a)

	LCFF S/C (a) Object Code: 2000s (a)	Object Code: 2000s (a)
Principal will manage leadership, intervention services and student performance. .2 FTE Principal Salary + Benefits	\$21,935 Total \$18,360 (a) \$3,575 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$18,145 Total \$16,364 (a) \$1,781 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
The Parent Liaison will coordinate all services for special populations (504, SPED, SST, truant, etc.) .3 FTE Parent Liaison Salary + Benefits	\$24,641 Total \$20,625 (a) \$4,016 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	\$15,817 Total \$ 14,232(a) \$1585(b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 summer ELPAC testing was cancelled. However, Associate Teachers were still trained on ELPAC, prior to notice of cancellation.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services were implemented as planned. Adaptive technology licenses were purchased for SmartyAnts/Achieve3000 and Dreambox. Dreambox is used as an intervention program for math. These technologies were particularly useful as a way to provide differentiated and leveled support during distance learning to all students and subgroups in the Spring of 2020 (COVID-19 pandemic school closures).

Associate teachers were trained as ELPAC proctors but due to COVID-19 related school closures, ELPAC was not administered in Spring 2020. LAS Links (Spanish language proficiency assessment) licenses were purchased for the year. However, due to COVID-19 pandemic school closures, testing for LAS links did not occur in 2019-20 as Voices opted to place the highest priority on instruction and we were still figuring out systems for shifting all assessments to a virtual setting. We decided to prioritize small formative math and early literacy assessments instead so we could focus less on testing and more on responding to

data for accelerated learning and small group support in 2020-21, as recommended by external academic partners.

The principal managed leadership, intervention services, 504s and Special Education staff and ELD support and reviewed and responded to student performance data throughout the year. The coach supported with SST processes across the school.

Moving to distance learning in the Spring posed some challenges in our goals, as we had to quickly determine how to provide services for all students with special needs. Network support worked with our Education Specialist to set up all student services in a quick turnaround. IEPs for students with special needs were moved into Zoom settings and our school administration supported IEP teams as they shifted strategies to distance learning. Our SSM continued to have Student Support Team meetings with parents during distance learning, and students with SSTs continued to be observed per our intervention model.

Based on internal data, we have strengths in math with an area of growth in ELA and reading. However, supporting English Learners in both ELA and Math is an area to target as our data indicates English Learners performing at averages lower than our reclassified or English-only students.

Goal 4

Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they can participate fully in student learning and the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
At least 75% of parents will report on the annual parent survey that the school takes actions to ensure their child's safety	97% of parents surveyed on the annual parent survey agreed that the school took actions to ensure their child's safety
Maintain a low student suspension rate of $\leq 5\%$	The suspension rate for 2019-20 is 0%
Maintain a low expulsion rate of $\leq 2\%$	The expulsion rate for 2019-20 is 0%

Voices will maintain an attendance rate of $\geq$ 95%.	The attendance rate for 2019-20 was 95.6%.
Voices will maintain a middle school dropout rate of $\leq$ 2%	Goal met. 0% middle school drop out rate.
There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.	Student survey not administered due to COVID-19 school closure
There will be an increase in the percent of students that report school is a positive experience as compared to the prior year survey data.	Student survey not administered due to COVID-19 school closure
80% of stakeholders will respond to the annual satisfaction survey	88% of stakeholders responded to the annual satisfaction survey.
90% stakeholder rate school satisfaction overall with a grade of a C or better on annual satisfaction survey	95% of stakeholders rated school satisfaction overall with a grade of a C or better on annual parent survey
Parents have access to school information (LCAP, agendas, etc) in English and Spanish so they can fully participate as school decision makers.	100% of parents had access to school information in Spanish and English and the opportunity to fully participate as decision makers.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided. .5 FTE Custodian Salary + Benefits +Supplies	\$20,363 Total \$14,430 (a) \$2,810 (b) \$3,123 (c) LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s(c)	\$12,097 Total \$8,942 (a) \$1,068 (b) \$2,087 (c) LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s(c)

Voices will provide a modern and suitable facility for students with all the amenities and safety components expected for implementation of our charter school program and maintain facility in good repair. Facility payment and Maintenance	\$19,200 Total \$3,221 (5920) \$164 (5501) \$15,815 (5601) LCFF S/C Object Code: 5000s	\$63,334 Total LCFF S/C Object Code: 5000s
School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner. .2 FTE Business Manager Salary + Benefits	\$13,521 Total \$11,317 (a) \$2,204 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)	\$12,394 Total \$11,160 (a) \$1234 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)
The Parent Liaison will promote an engaging, positive, and safe school culture and environment and execute a character development program. .2 FTE Parent Liaison Salary + Benefits	\$10,856 Total \$8,250 (a) \$1,606 (b) \$1,000 © LCFF S/C (a) (b) © Object Codes: 2000s (a), 3000s (b) 5800 (c)	\$10,544 Total \$9,488 (a) \$1,056(b) LCFF S/C (a) (b) © Object Codes: 2000s (a), 3000s (b) 5800 (c)
The Parent Liaison will concentrate time on school attendance and reporting. 0.3 FTE Parent Liaison Salary + Benefits	\$14,785 Total \$12,375 (a) \$2,410 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)	\$15,817 Total \$14,232 (a) \$1,585 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)
Principal time will be spent managing leadership, parent involvement and student culture. .2 FTE Principal Salary + Benefits	\$21,935 Total \$18,360 (a) \$3,575 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	\$18,145 Total \$16,364(a) \$1,781 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)

Contract services and/or purchase enrichment activities and supplies for students. Including CCCS aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs. Art in Action \$4,000 Handwriting w/o Tears \$10 per student	\$8,500 Total LCFF S/C Object Code: 5800	\$4,497 Total LCFF S/C Object Code: 5800
Purchase annual parent independent survey services. Columbia Teachers College \$600 + \$2 per parent	\$1,598 Total LCFF S/C Object Code: 5800	\$500.00 Total LCFF S/C Object Code: 5800
Hold a minimum of 4 parent workshops per year and provide child care and incentives.	\$571 Total \$480 (a) \$93 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	Child care was not needed
Provide translation services for written materials.	\$2,000 Total LCFF S/C Object Code: 5800	Translation services not need (done internally)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Paid translation services were not needed because staff was able to provide inhouse.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services for this goal were mostly implemented as planned before the school was shuttered due to the COVID-19 pandemic. Students benefited from enrichment classes. Our facilities are equipped with all the amenities and safety components expected for the implementation of our charter school program. Our custodian and Business Manager worked diligently to make sure the school grounds were maintained clean and safe for our assigned essential workers who needed to be on campus while students were assigned to virtual learning. These essential workers included office and administrative staff, custodians and food service workers.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	\$4,906	\$26,596	N
Purchase of additional curriculum to support all teachers teaching ELD.	\$2,152	\$	Y
Purchase of interim assessments/diagnostics math assessments (Achievement network)	\$10,267	\$8,558	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Voices also expended \$7,600 for an annual subscription to Parent Square, an app utilized for school to parent communication and for staff and parents to conduct daily wellness checks prior to entering the Voices campus.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and vaccines were more widely available to educators. We were able to bring our first group of students back on campus in mid-April of 2021 which was our Kindergarten and 1st grade students, at 50% capacity

following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

Voices conducted a successful training program that included sessions on COVID-19 safety measures, revision of new or adapted operations procedures, hybrid instructional schedules and vision for culture, hyflex strategies for our instructional blocks, Special Education procedures and requirements, and socio-emotional learning and supports for students. Voices' training program started 3 weeks before our return date of April 12. Teachers had a minimum of two full days for planning instruction and setting up their classrooms. Feedback was positive with teachers reporting they felt safe and understood the rationale for returning for in-person instruction.

The operations leadership team was successful in setting up classrooms and campus stations with personal protective equipment and disinfectant supplies. All classrooms were set up to follow social distancing guidelines. All staff members and students have access to PPE as needed. School campus is cleaned and sanitized daily and deep cleaned once a week. Per our Safety Plan, Staff members were brought on campus safely to practice protocols. Additionally, Voices purchased a parent communication system called Parent Square which we were able to use as our COVID 19 tracker. All parents and staff complete a Wellness survey on Parent Square prior to coming to or bringing students on campus.

Voices' 2nd-3rd grade teams followed the K-1 teams, attending all trainings and having similar planning sessions. Per our Bridge Plan, they returned a few weeks after our K-1 team and only since conditions were assessed as safe to do so.

In addition to the supply of PPE that was provided by the state, it is replenished as needed. Plexiglass barriers were also purchased and placed throughout the main office and classrooms to provide additional safety for our students and staff.

Our in-person instructional offering includes ELD (English Language Development) instruction 4 days a week. Every TK-4 teacher received 5 days of training in ELD this year and thus curriculum had to be purchased to support all teachers. Curriculum included teacher-facing manuals as well as student materials. In previous years, English learners switched classrooms per their English proficiency levels. As mixed cohorts were not allowed per our safety guidelines, we had mixed proficiency groupings for ELD. A challenge that came up during in-person instruction was how teachers could best support "Group C". Group C is Voices 100% distance learners due to parent choice. Teachers requested support for teaching these students and Voices provided training on hyflex instruction, or simultaneously teaching students online and in-person. Our team provided sample videos of ELD hyflex instruction (in addition to guided reading, math and ELA instruction) and a guidance document for teachers to follow that included technology set-up and tips for student engagement.

Our students were excited to be on campus for in person learning. Voices students who logged in via Zoom for key parts of the day were also re-energized to do their distance learning. Teachers reported feeling this joy again due to having students present in person.

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer Achievement Network Interim Assessments with our distance learning program for the Fall of 2020 and Winter of 2021 in grades 2nd through 4th. Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive. Teachers and the leadership team analyzed student results each benchmark during Voices' Results Oriented Cycle of Inquiry. Only 2nd grade will use Achievement Network assessments in Spring of 2021, per our regular assessment calendar, as other grades will use Illuminate or MAP/NWEA. They will be done in-person.

Other interim assessments purchased for in-person instructional offerings also served us well in our distance learning program. Voices was able to successfully pilot and fully implement StarCBM and Star Early Literacy via remote testing. Teachers used student results to address early literacy gaps in virtual instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	\$2,160	\$1,600	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	\$10,480	\$51,779	Y
Purchase of materials for take home kits and laptop bags for every student	\$13,861	\$16,044	Y
Mailing costs for work packets to be sent home	\$1,000	\$445.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Students in TK-4 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers in grades TK-3 providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, K-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

English Learners received English Language Development classes 4 days a week from a trained teacher. We continued to provide online reading intervention classes for some of our students as well, who were identified through the Student Services Team process.

All students were given a take-home kit and work packet each month. Teachers compiled materials and our Special Education teachers made differentiated packets or supplemental packets for students with IEPs. Take-home kits included school materials as well as needed manipulatives, novels, texts or handouts. At first these materials were mailed home. Voices then moved to a system to have parents come each month to pick up their supplies and drop off the previous work packet.

We had successes in that we were able to mitigate significant learning loss. Overall, our scores increased year-over-year in ELA proficiency in benchmark 2 (an increase of 19 percentage points). A particular success was our 2nd grade ELA classroom growing from 8% proficient on their ELA interim in the fall to 39% proficient (+31 points) in the winter. There was some loss year-over-year in math overall proficiency (a decrease of 11%), though some grades performed similarly in benchmark 1 and benchmark 2 in 19-20 and 20-21. year. Our first grade and kindergarten students saw double digit increases in the percentage of students proficient in math interim assessments from benchmark 1 to benchmark 2 despite the overall dip in school proficiency.

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home

visits. We purchased a total of 120 new chromebooks in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased 60 hotspots for students that did not have access to the internet. One success that we had was our technology services to troubleshoot with families if they were having trouble connecting. Families who needed additional support were able to schedule appointments for curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

Pupil Participation and Progress: Voices tracked pupil participation using daily and weekly attendance trackers and recorded into PowerSchool. Teachers, Principal and Parent Liaison used the tracker to keep records regarding student participation and to reach out to families as needed. Voices' Parent Liaison also kept a communication log to track parent communication and interventions that were put in place to support engagement and track progress. Interventions included morning check in prior to Zoom sessions, support in breakout rooms to redirect attention to increase focus, and parent/guardian meetings conducted via phone or Zoom to set and clarify student expectations that the parent/guardian could promote at home). We also had a Special Education services tracker which was maintained by our Special Education department to track services and minutes completed for students with IEPs.

Student academic progress was tracked via Achieve3000/Smarty Ants and Dreambox Learning (our asynchronous applications). We also used SeeSaw (K-1) and Google Classroom (2-4) to post assignments or quizzes, track completion and give students feedback.

Teachers were able to keep students engaged in distance learning by using engaging platforms such as PearDeck or NearPod. This allowed the teacher to build in checks for understanding, practice items or help facilitate group work. Teachers also used the Zoom chat and breakout room features. Students were taught how to use these features to engage with classmates throughout the day.

One challenge we encountered while providing distance learning to our school community was consistent attendance and engagement of students. Contrary to providing in person instruction attendance and engagement often went hand in hand. Several weeks into online learning, we began to notice that attendance on Zoom did not necessarily guarantee that students were engaging with teachers and peers, nor necessarily completing key classroom work, homework, and assessments. As students continued to struggle with engaging online, we saw an increase in chronic absenteeism.

To combat this trend we took two key actions. The first was bolstering our communication and support to parents and we also incentivized attendance and engagement for students. As a charter school network we conducted a parent workshop series around setting up students for success in virtual learning to provide parents with strategies and techniques to improve student's engagement during online learning. Additionally we worked with our teachers to vary their engagement techniques through the use of different online platforms as well as creative classroom management solutions. Each teacher whose attendance and /or work completion was suffering (with the support school leaders) created an

incentive and accountability system for students to ensure student completing work and engaging fully were praised and rewarded, while students who failed to do so, were held accountable by staying late for "study hall" to ensure work completion and also have a personal check-in with the teacher so they had an opportunity to share struggles and challenges. These two steps on our part as a school site lead to improvement in attendance and engagement as entered Spring 2021.

Voices tracked student progress informally and formally via assessment where students either completed an online task or showed their white boards to the screen, or a teacher or associate teacher checked in on students in breakout rooms. We also continued our daily exit tickets in math and ELA, and our interim assessments in reading, literacy, math and ELA. Teachers reviewed this data to determine which students needed additional support.

Teachers and the Parent Liaison used ClassDojo to communicate with families as needed about pupil participation. The Parent Liaison also contacted families directly to discuss needed support. Additionally, Voices hosted a virtual parent support event at the start of the year called a Day of Support/Dia de Apoyo and conducted a Network-wide Parent Education session on "Making Technology Work for You".

Distance Learning Professional Development:

Voices started the year out with a full month of training for new teachers that was focused on culture-building, Voices curriculum and online management strategies. Our returning teachers also had 2 weeks of training and planning that included synchronous sessions about online teaching strategies (how to engage students online, how to set up technology for distance learning, how to teach our curriculum online) and asynchronous modules to learn online teaching platforms (Google Classroom, Pear Deck, GoFormative etc.)

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation. We did a slow introduction of the elements of virtual learning and allowed for small adjustments to daily learning schedules to accommodate teacher/Associate teacher needs and cycles of coaching. Other staff, including associate teachers, were provided trainings as needed.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. On a staff survey one month in virtual learning in October 2020, staff reported finding joy in their work and feeling supported by leadership. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide. Another action taken based on input were modifying the schedules and instructional elements based on teacher feedback (such as making sure the schedule allowed for Special Education services and enough time for small group work time).

Staff Roles and Responsibilities:

This year Voices trained associate teachers (ATs) for longer periods in the summer. ATs attended classroom management sessions over a few days and our literacy practices. They also participated in online learning strategies trainings and they were able to practice an online lesson along with teachers. We did this in response to staff feedback where associate teachers, teachers and school admin all saw a need for more training of Voices ATs.

Resources were provided to teaching and associate teaching staff, such as a Voices laptop to do their work. We reimbursed for phone and internet use, per our policy. All teachers and associate teachers had daily time to plan their lessons. Teachers had Wednesdays to use for professional development, data analysis, lesson preparation and lesson planning.

Teachers had regular opportunities for feedback via surveys done each quarter. These were opportunities to provide feedback on the experience of virtual teaching in order to modify site training or plans. As a result, professional development and coaching areas were strengthened.

Voices hired a COVID-19 Liaison to support and address COVID-19 related issues and/or concerns. The COVID Liaison implemented and conducted audit safety protocols and staff training with the support of the school site Business Manager. Additionally, the COVID Liaison consistently keeps up with the rapid changes to the state COVID-19 regulations.

Voices made adjustments to school site staff assignments and schedules to support meal distribution, assemble furniture, and prepare and distribute student work packets and supplies. All school site staff were provided COVID-19 safety training which included food safety guidelines. School site support staff and kitchen staff supported with distribution of meals to students through curbside pick up.

Support for Pupils with Unique Needs:

Voices provided designated ELD 4 days per week via distance learning, with all TK-4 teachers trained in strategies and curriculum. We also included best practices for English Learners in our summer training so teachers could use them throughout the year (content and language learning objectives, sentence frames and stems, visuals).

Special Education services were provided 5 days a week for any students with these services based on their IEP. These included the coordination of virtual push-in or full-inclusion services, one-on-one online sessions for Speech and Occupational Therapy (OT) therapy or behaviorists. Voices provided all minutes of service to students.

One challenge we faced was in supporting students in-person even during distance learning. We had planned to have a small in-person cohort open in the winter of 2020 for students who needed additional supports for engagement and who needed one-on-one support per their IEP or Student Support Team plans. We would have followed all guidelines set by the state for small stable cohorts. However, the rise of cases in November/December which moved us into the purple tier meant that we did not move forward with this cohort until Spring of 2021.

Voices teachers and ATs worked with students with unique needs throughout the day in small groups, per our learning model. We used data to make these small groups, which showed our English Learners and Students with Special Needs still needed more support.

Teachers made weekly calls home to parents/guardians and office staff contacted parents/guardians as needed. At the start of the year, students and families who needed more frequent touch points were in contact with school staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	\$12,922	\$17,090	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support.	\$8,514	\$1,887	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A success was the training Voices provided to our teachers in addressing unfinished learning in math and ELA. We did this in our summer training and then throughout the year during teachers' monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not

impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We updated our math weekly data meeting tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were behind, including those in subgroups.

We had successes in that we were able to mitigate significant learning loss. There was some loss year-over-year in math overall proficiency (a decrease of 11%), though some grades performed similarly in benchmark 1 and benchmark 2 in 19-20 and 20-21. year. Our first grade and kindergarten students saw double digit increases in the percentage of students proficient in math interim assessments from benchmark 1 to benchmark 2 despite the overall dip in school proficiency. We continued to pull small groups for math reteach and also worked with teachers to develop 2 weeks of reteach plans to fill in gaps before moving on to the next math unit. ELA and Math will continue to be focus as we move forward in 2021-22.

Voices continued to focus on accelerated learning in ELA by providing professional development on text complexity in grade-level texts. We also re-assessed ELA data meetings and noted that they did not happen consistently and there was not much guidance for them. As a result we trained teachers in how to look at student work and create reteach plans for ELA. Teachers provided feedback that our ELA curriculum in grades 2-4 was difficult to navigate in an online setting. We were able to shift our curriculum mid-year when the publisher created "Flex Curriculum" for online or hybrid learning. Teachers responded positively to this change as it meant lessons were easier to navigate throughout the week and resources were created for online settings. In ELA, in certain grades, we actually were able to mitigate learning loss. Overall, our scores increased year-over-year in ELA proficiency in benchmark 2 (an increase of 19 percentage points). A particular success was our 2nd grade ELA classroom growing from 8% proficient on their ELA interim in the fall to 39% proficient (+31 points) in the winter.

For English Language Development, as previously mentioned, Voices is proud we provided 4 days of designated ELD instruction in distance learning. Teachers were given a pacing calendar, though a challenge was timing. We found that online lessons took longer to deliver than in-person lessons. We also had 15 minutes less for ELD than usual - the reason for that being we were trying to provide a high quality program while trying to balance teacher/parent feedback on screen time. That, coupled with only 4 days a week made for much slower pacing. As a result, teachers tended to get through half the units they normally would in a school year. We are looking at this as a focus in the next year.

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports

continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. On Wednesdays, when most teachers had a full day for planning, our Special Education department continued to teach and meet students for goals sessions. Our associate teachers also took advantage of this Wednesday planning day to meet with students throughout the day in small groups (whether they had IEPs, SSTs or not).

Voices ATs were trained in foundational literacy skills. They led sight words and fluency instruction in grade TK-3 online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms. Additionally, we used our 19-20 and 20-21 formative assessments to help us make plans to fill in gaps in literacy.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen. This more detailed SEL professional Development was offered in a staggered manner to grade levels K thru 1st, 2nd and 3rd, and 4th in order for Teachers and ATs to receive grade-level relevant ideas and suggestions of age appropriate implementation.
- Voices selected the Toolbox Project as a supplemental SEL curriculum and leveraged these lessons daily across grades. The Toolbox Project naturally encourages social equity through empathy, understanding, and 12 skills or practices to navigate the complexities of everyday life
- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020 with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.
- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.

- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

Voices conducted a Network-wide Family and School Relationships survey for the parent/guardian community to gather actionable data on the following:

School Climate - Perceptions of the overall social and learning climate of the school;

Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school - area of strength;

School Safety - Perceptions of student physical and psychological safety at school - area of strength and;

Family Support - Families' perceptions of the amount of academic and social support that they provide their child with outside of school - area of opportunity.

Voices previously used hard copy surveys, however, given Voices families had been more exposed to technology given the virtual setting, we opted to implement an online survey which resulted in a 72.6% response rate. This response rate was quite successful given the COVID-19 fatigue parents/guardians were experiencing and results were extremely favorable.

- Voices utilized a tiered approach to address student social emotional and mental health concerns:

- Tier I strategies target all students and most students can be successful with this level of support.
- A Tier I strategy used on a weekly basis is Plaza Comunitaria which teaches and reinforces Voices core values (Si Se Puede Attitude and In Lak'Ech), school-site values (Activism and Scholarship) and character traits and is an opportunity to celebrate successes and build culture. This regularly conducted activity promotes connectedness for students and community building which serves to provide a sense of stability for students. Another example is regular classroom check ins with students to hand out Character Counts! Tickets as a way to acknowledge character traits being promoted.
- Tier II supports are for students that need a little more attention and support. They need adults to know them a little bit better in order to know what adjustments need to be made. Voices Parent Liaison and other school leadership staff took the lead on these actions as the re-engagement team.
 - Tier II strategies included Deans of Culture monitoring attendance and engagement, regular communication with parent/guardian on observations and feedback from Teacher, Morning check ins via phone prior to Zoom session, leveraging break out rooms

on Zoom to redirect student to encourage greater ability to focus, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), and SST meetings.

- Tier III supports were needed by a very small fraction of the student population (less than 2%). Students and families received individualized support and modifications. These plans were adjusted for students as needed.
 - Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs.
- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well-being on a regular basis.
- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

- Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.
- Given the prolonged impact of COVID-19 and need for parent/guardian support during virtual learning, in many cases, parents supporting multiple students at home and juggling working from home, parents'/guardians' bandwidth was stretched thin. This impact to parents'/guardians' schedules resulted in the Parent Liaison having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies than in previous settings as they were less available to take these calls.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes include the following:

- Voices utilized a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English):

- Tier I strategies target all students

- Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in weekly parent newsletters, sending text messages to whole school population after winter and spring break with reminders to return to school
- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Parent Liaison and other school leadership staff took the lead on these actions to form the re-engagement team.
 - Tier II strategies included Parent Liaison monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent.
- Tier III supports are needed by students demonstrating chronic absenteeism.
 - Voices created a chronic absenteeism tool which allowed the Parent Liaison and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

- Parents/guardians experiencing pandemic fatigue several months into the school in addition to the needed support during virtual learning. Many families were supporting multiple students at home and juggling working from home, not to mention that many Voices families were faced with financial hardship. This resulted in parents'/guardians' bandwidth being tested daily with the resulting impact being the Parent Liaison having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies than in previous settings. The Parent Liaison remained diligent and was eventually able to connect with families to support with Tier II strategies and connection to community resources.
- Parent Liaison had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The U.S. Department of Agriculture Food and Nutrition Service announced waiver extensions through the end of June 2022, so Voices will continue providing free nutritious meals to our in-person and distance learners. Although student meal applications were not required for students to obtain a meal, Voices collected 95% of meal applications via regular mail and during scheduled family work packet

distribution days. Additionally, school site assistance was made available to support any families who need help filling out the meal application. Families mailed their application to the school site in a self addressed stamped envelope.

Voices provided school site staff and families training on safety protocols for those students consuming their meals in the classroom during hybrid instruction in order to maintain a safe environment.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	\$10,200	\$11,045	N
N/A	Translation services for written parent resources and communications	\$3,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	\$3,122	NA	Y

Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	\$620	\$2,784	Y
School Nutrition	Providing nutritious meals to all students	\$78,483	\$17,825	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in the actions and services identified.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Voices learned a variety of important lessons that will impact our goals and actions moving forward. They are broken down into the following sections:

Access to standards-aligned materials

-Voices will continue to support teachers' understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in teachers' understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

-Training our associate teachers (ATs) was key in this year of distance learning. Having Voices ATs attend summer training with teachers was well received by staff at all levels. It made distance and in-person instruction much more effective. Voices also trained ATs alongside teachers for in-person instruction. We would like to continue training our ATs during the summer and throughout the year, on engagement strategies as well as the instructional pieces they own. This year Voices needed to provide them with a laptop to support distance learning, which was not provided to them in previous years. We would like to continue to provide them this technology in order to plan for their work with small groups at school when we return to in-person instruction this year and in future years.

English Learners support

It was exciting to be able to provide all TK-4 teachers with designated ELD and Systematic ELD training, which was our response to a request we had heard for many years. However, providing this training to all TK-4 teachers meant we had to purchase more curriculum and teacher training manuals. We do see this as a continued area of focus. Voices will continue to develop teachers' understanding of language development and both designated and integrated ELD. Additionally, Voices will add staff that can lead this work at the school site so that we can have a Student Services Manager focused on special services and an English Learner Specialist who can focus on ELD training and coaching. Per the Dashboard, this is an area of focus at our school site. We are committed to increasing student outcomes in this area.

Special Populations Pupil Achievement

Per the Dashboard, this is an area of focus at Voices and we are committed to increasing student outcomes in this area. We were proud of our work in providing regular services to students with IEPs even in a remote setting. We want to build on this work by strengthening the internal supports we provide students. We are focused on better training for our special education staff for next year.

Overall pupil achievement and learning loss

Voices will continue to use formal and informal assessments to track pupil progress. This means continuing and strengthening our use of online learning platforms that are differentiated and adaptive for students (Achieve3000, Dreambox). It also means training our intervention teachers to review this data regularly to share updates with the rest of staff.

We will continue to use our interim assessments and partner with Achievement Network to look at data. These interim assessments help us see where we stand overall and make plans for individual students.

We will continue to use some of the software we purchased for distance learning which made instruction both engaging but also helped teachers track data more effectively such as GoFormative.

Student Engagement

While Voices maintained a strong attendance rate throughout the year, we see disengagement from students of concern. We made progress with our students in middle school by training teachers,

resetting class culture and creating tiered initiatives for re-engagement. However, we want to continue to partner with our parents and provide supports for these students.

Given the COVID-19 pandemic and cause for concern about students' mental wellness, we adopted a Socio-Emotional curriculum this year and will continue this work next year. Voices is considering hiring additional middle school staff to focus on advisory curriculum and engagement activities for our middle school students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess pupil learning loss and address it in the next few years. Our 2021-24 LCAP includes key strategies around assessment, engagement, teachers support and specific tiered student support. We will continue to use formative assessment to gauge learning progress for our students and use that data to differentiate instruction as needed or provide more specific interventions. We have learned many strategies about re-engaging students and families and training staff on engagement. The 2021-24 LCAP includes actions to support specific students or groups that could disengage due to learning loss. Finally, we know that our traditionally underserved populations such as students with special needs and English Learners will most be impacted by the pandemic-related learning loss. We are working to address that learning loss by hiring additional associate teachers, providing consistent coaching and training, providing training and coaching to teachers on how to accelerate learning of these students, training on how to use the curriculum to provide strong tier 1 and tier 2 instruction, how to differentiate and how to use specific strategies for English language learners in the coming years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences in the actions and services identified.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data and reflections represented here have helped us create our 21-22 through 23-24 LCAP. Our goals for that LCAP include a focus on English Learners, Students with Special Needs, increased staffing and training, and stronger student and family engagement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds

were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 1,627,537	\$ 191,222	\$ -	\$ 498,841	2,317,600	\$ 1,617,132	\$ 700,468

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		\$ 5,292	\$ -	\$ -	\$ 900	\$ 6,192
1	2	ELPAC administration		\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000
2	1	Benchmark Assessment Licenses and Screener		\$ -	\$ -	\$ -	\$ 21,640	\$ 21,640
2	2	Standards Aligned Core Curriculum		\$ 7,700	\$ -	\$ -	\$ -	\$ 7,700
2	3	Staff Coaching support		\$ 121,703	\$ 1,200	\$ -	\$ 86,830	\$ 209,733
2	4	Associate teachers in grades K-4		\$ 126,834	\$ 90,597	\$ -	\$ 71,043	\$ 288,474
2	5	Technology and programs for adaptive intervention		\$ 33,468	\$ -	\$ -	\$ -	\$ 33,468
2	6	Formative assessment programs		\$ -	\$ -	\$ -	\$ 3,100	\$ 3,100
2	7	Student Services Manager		\$ -	\$ -	\$ -	\$ 94,770	\$ 94,770
2	8	LAS Links administration		\$ -	\$ -	\$ -	\$ 3,492	\$ 3,492
3	1	Dean of Culture		\$ 90,029	\$ -	\$ -	\$ -	\$ 90,029
3	2	Enrichment Activities and Advisory Curriculum		\$ -	\$ -	\$ -	\$ 5,800	\$ 5,800
3	3	Engaging Supplemental Technology		\$ -	\$ -	\$ -	\$ 1,359	\$ 1,359
3	4	Facility Maintenance		\$ 603,605	\$ -	\$ -	\$ 39,362	\$ 642,967
3	5	Admin Support Staff		\$ 38,175	\$ -	\$ -	\$ 38,175	\$ 76,350
4	1	Induction Program		\$ -	\$ -	\$ -	\$ 7,000	\$ 7,000
4	2	Credential Monitoring		\$ -	\$ -	\$ -	\$ 16,776	\$ 16,776
4	3	Highly qualified teachers		\$ 592,066	\$ 99,424	\$ -	\$ 108,594	\$ 800,085
4	4	Summer Professional Development		\$ 3,840	\$ -	\$ -	\$ -	\$ 3,840
4	5	School Leader Training		\$ 2,825	\$ -	\$ -	\$ -	\$ 2,825

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 860,214	\$ 1,230,773
LEA-wide Total:	\$ 852,922	\$ 1,222,581
Limited Total:	\$ 7,292	\$ 8,192
Schoolwide Total:	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Systematic ELD and SIOP Teacher Training	Limited			\$ 5,292	\$ 6,192	Yes
2	1	Benchmark Assessment Licenses and Screener	LEA-wide			\$ -	\$ 21,640	No
2	2	Standards Aligned Core Curriculum	LEA-wide			\$ 7,700	\$ 7,700	Yes
2	3	Staff Coaching support	LEA-wide			\$ 121,703	\$ 209,733	No
2	4	Associate teachers in grades K-4	LEA-wide			\$ 126,834	\$ 288,474	Yes
2	5	Technology and programs for adaptive intervention	LEA-wide			\$ 33,468	\$ 33,468	Yes
2	6	Formative assessment programs	LEA-wide			\$ -	\$ 3,100	No
2	7	Student Services Manager	LEA-wide			\$ -	\$ 94,770	No
2	8	LAS Links administration	Limited			\$ -	\$ 3,492	No
3	1	Dean of Culture	LEA-wide			\$ 90,029	\$ 90,029	Yes
3	2	Enrichment Activities and Advisory Curriculum	LEA-wide			\$ -	\$ 5,800	No
3	3	Engaging Supplemental Technology	LEA-wide			\$ -	\$ 1,359	No
3	4	Facility Maintenance	LEA-wide			\$ 603,605	\$ 642,967	No
3	5	Admin Support Staff	LEA-wide			\$ 38,175	\$ 76,350	No
4	1	Induction Program	LEA-wide			\$ -	\$ 7,000	No
4	2	Credential Monitoring	LEA-wide			\$ -	\$ 16,776	No
4	3	Highly qualified teachers	LEA-wide			\$ 592,066	\$ 800,085	Yes
4	4	Summer Professional Development	LEA-wide			\$ 3,840	\$ 3,840	No
4	5	School Leader Training	LEA-wide			\$ 2,825	\$ 2,825	Yes

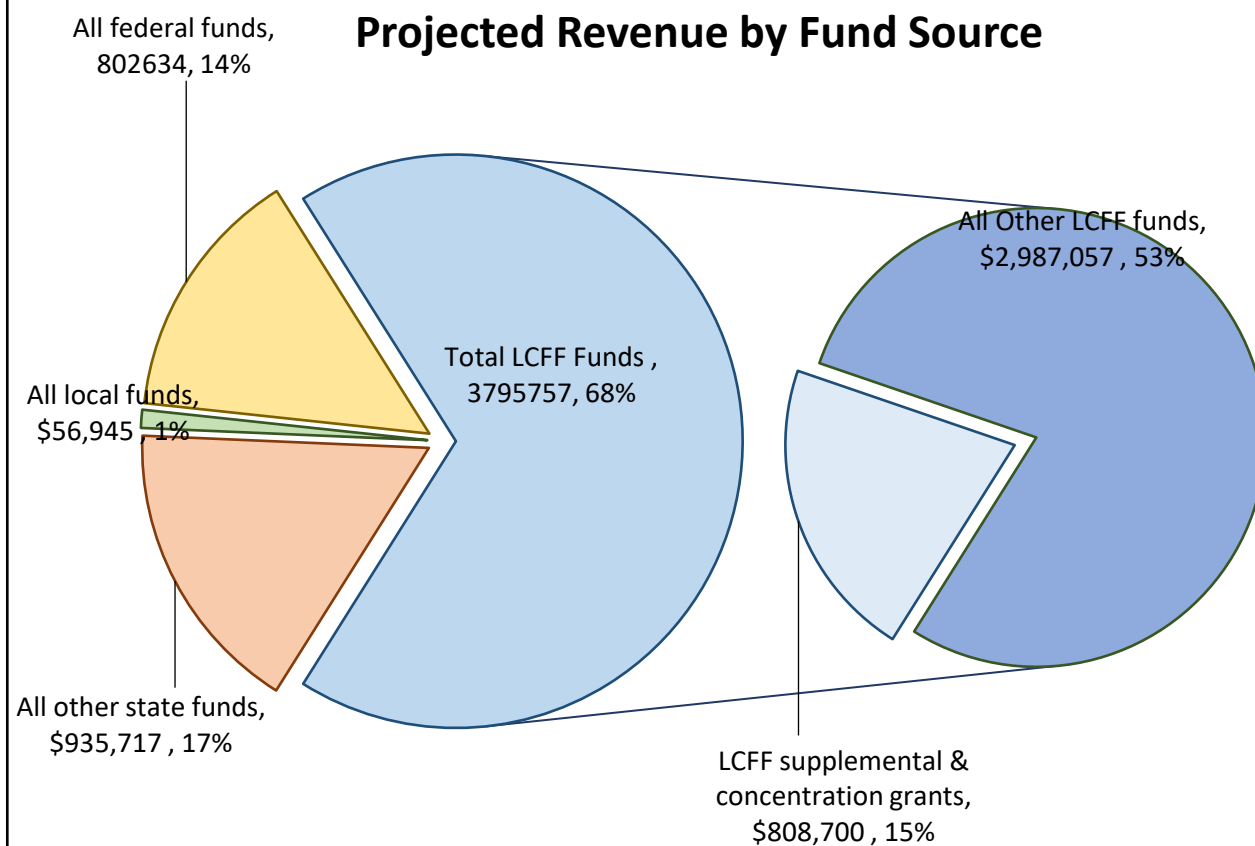
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Mount Pleasant
 CDS Code: 43104390132530
 School Year: 2021 – 22
 LEA contact information: Catherine Barron, 408-791-1609, cbarron@voicescharterschool.com

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 2021 – 22 School Year

Projected Revenue by Fund Source

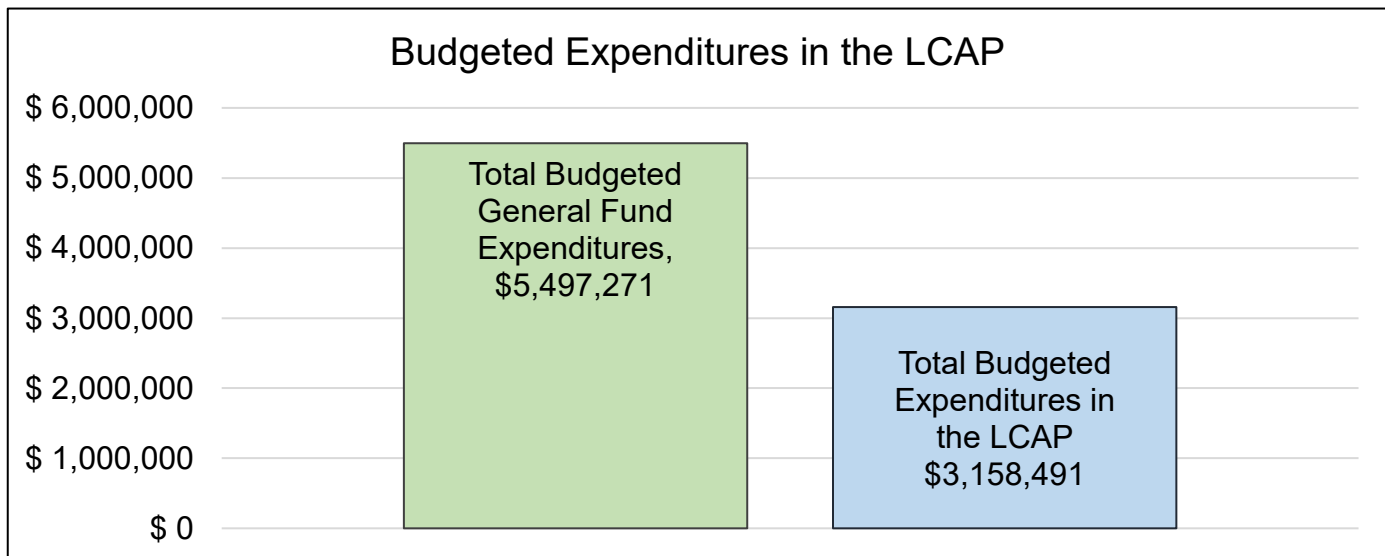


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Mount Pleasant expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy at Mount Pleasant is \$5,591,053.00, of which \$3,795,757.00 is Local Control Funding Formula (LCFF), \$935,717.00 is other state funds, \$56,945.00 is local funds, and \$802,634.00 is federal funds. Of the \$3,795,757.00 in LCFF Funds, \$808,700.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at Mount Pleasant plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy at Mount Pleasant plans to spend \$5,497,271.00 for the 2021 – 22 school year. Of that amount, \$3,158,491.00 is tied to actions/services in the LCAP and \$2,338,780.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

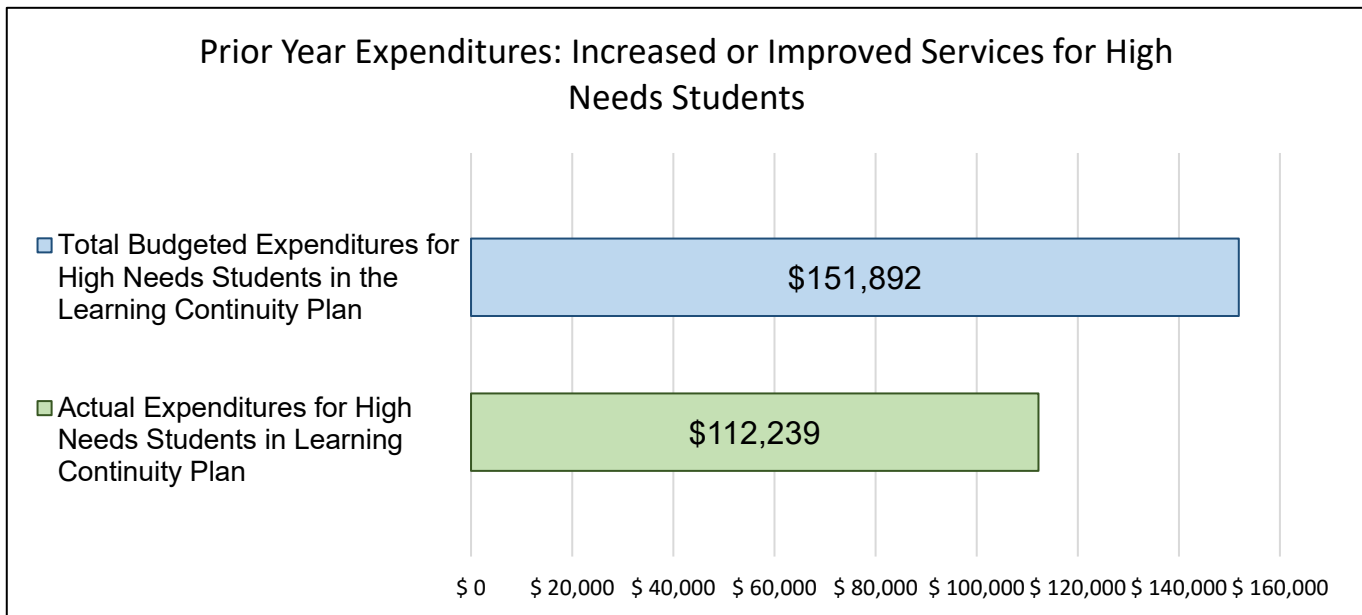
insurance, CMO services, special education teachers and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy at Mount Pleasant is projecting it will receive \$808,700.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Mount Pleasant must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Mount Pleasant plans to spend \$821,405.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Voices College-Bound Language Academy at Mount Pleasant 's Learning Continuity Plan budgeted \$151,892.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Mount Pleasant actually spent \$112,239.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$39,653.00 had the following impact on Voices College-Bound Language Academy at Mount Pleasant 's ability to increase or improve services for high needs students:

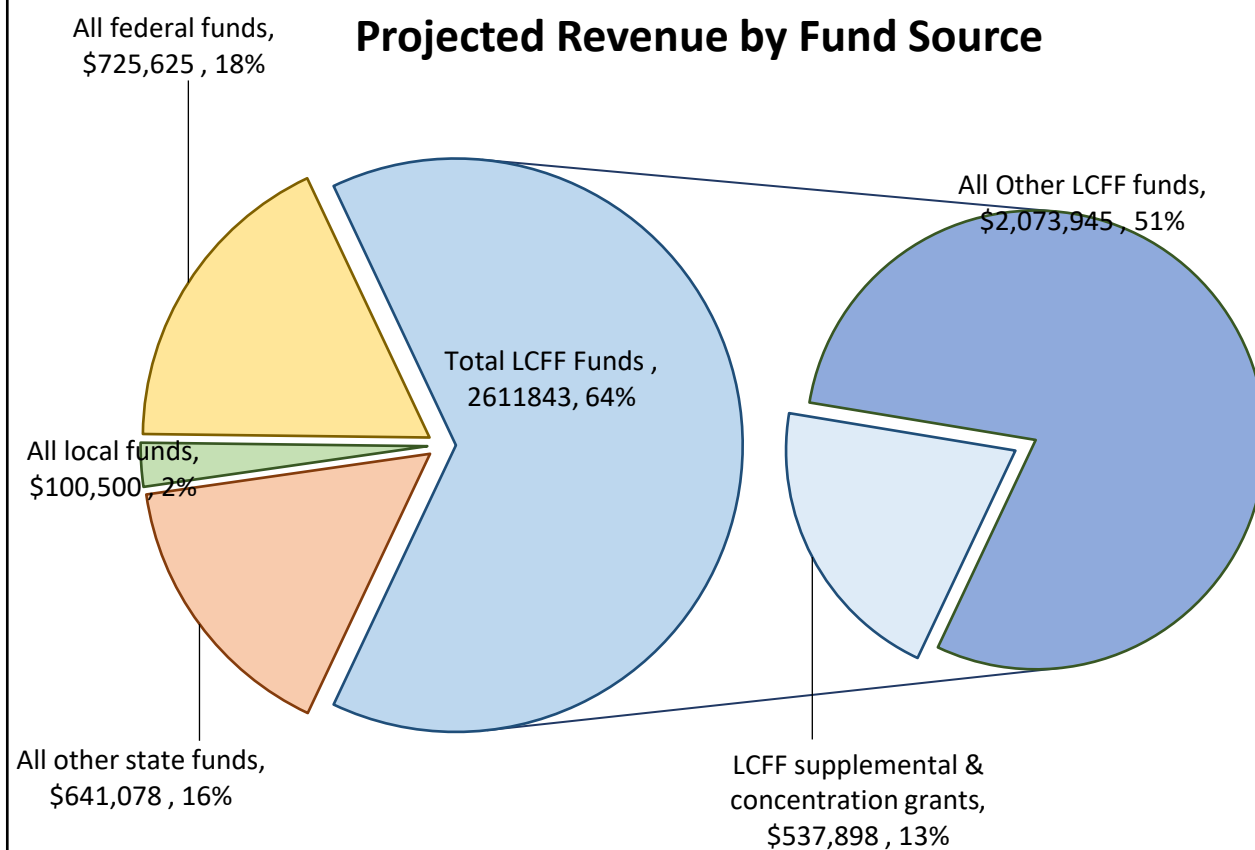
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at West Contra Costa
 CDS Code: 7617960136903
 School Year: 2021 – 22
 LEA contact information: Catherine Barron, 408-791-1609, cbarron@voicescharterschool.com

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 2021 – 22 School Year

Projected Revenue by Fund Source

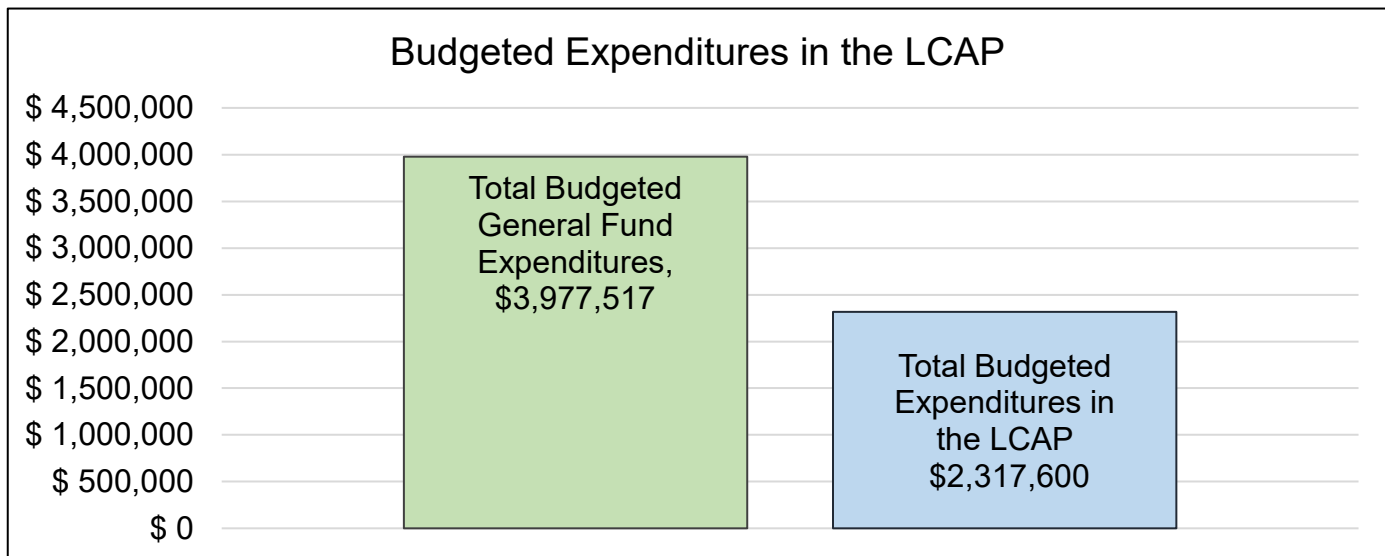


This chart shows the total general purpose revenue Voices College-Bound Language Academy at West Contra Costa expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy at West Contra Costa is \$4,079,046.00, of which \$2,611,843.00 is Local Control Funding Formula (LCFF), \$641,078.00 is other state funds, \$100,500.00 is local funds, and \$725,625.00 is federal funds. Of the \$2,611,843.00 in LCFF Funds, \$537,898.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at West Contra Costa plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy at West Contra Costa plans to spend \$3,977,517.00 for the 2021 – 22 school year. Of that amount, \$2,317,600.00 is tied to actions/services in the LCAP and \$1,659,917.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

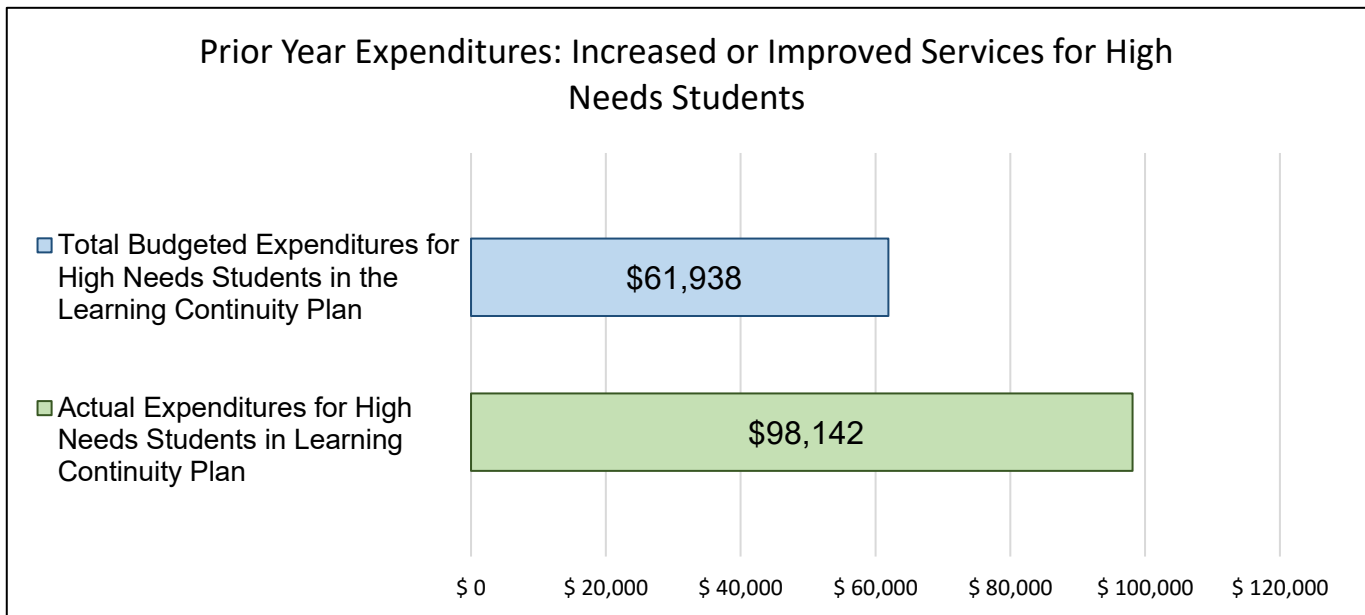
insurance, CMO services, special education staff and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy at West Contra Costa is projecting it will receive \$537,898.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at West Contra Costa must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at West Contra Costa plans to spend \$572,156.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Voices College-Bound Language Academy at West Contra Costa's Learning Continuity Plan budgeted \$61,938.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at West Contra Costa actually spent \$98,142.00 for actions to increase or improve services for high needs students in 2020 – 21.

LCFF Budget Overview for Parents

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

CDS Code: 39686760139907

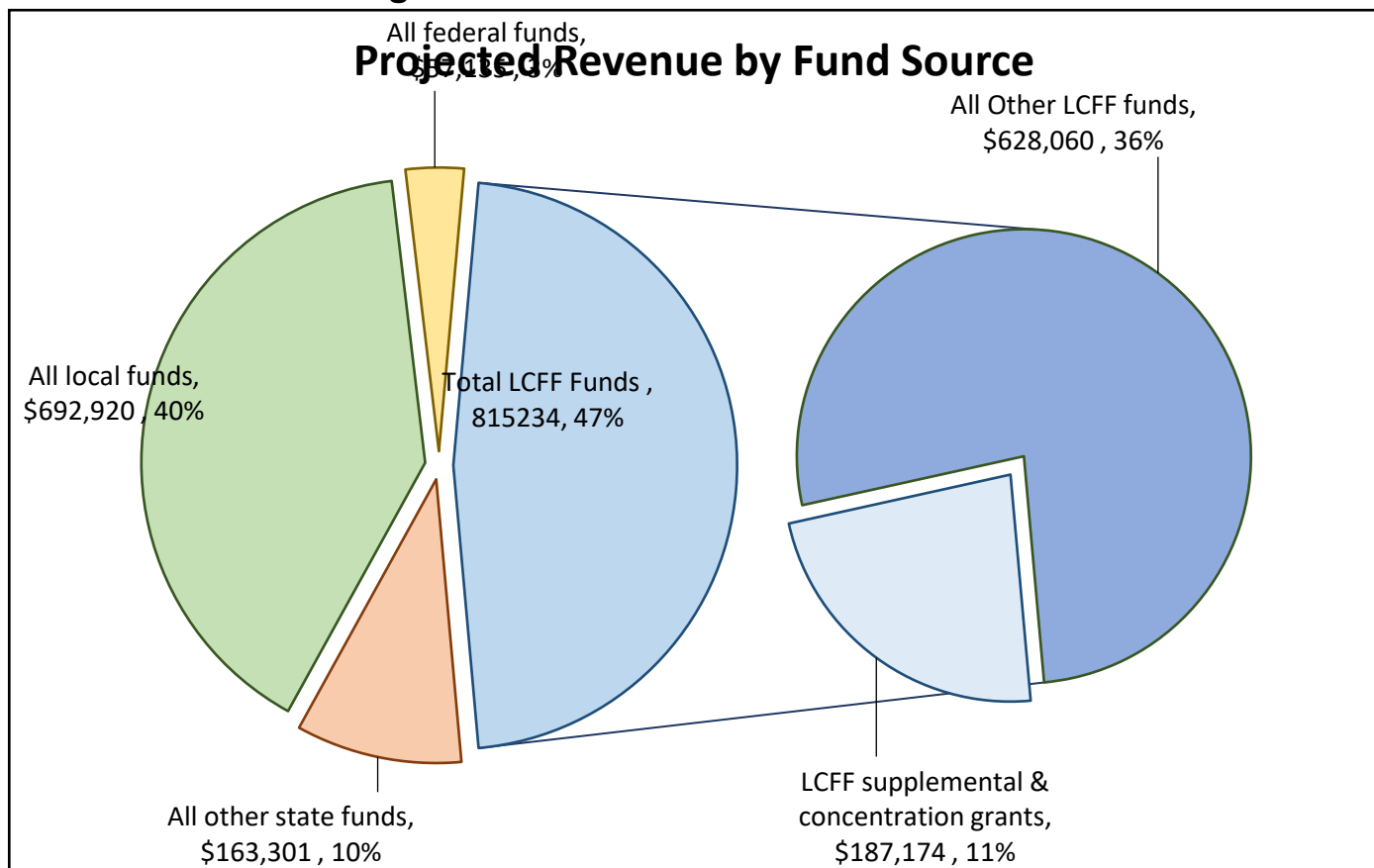
School Year: 2021 – 22

LEA contact information: Catherine Barron, 408-791-1609, cbarron@voicescharterschool.com

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 2021 – 22 School Year

Projected Revenue by Fund Source

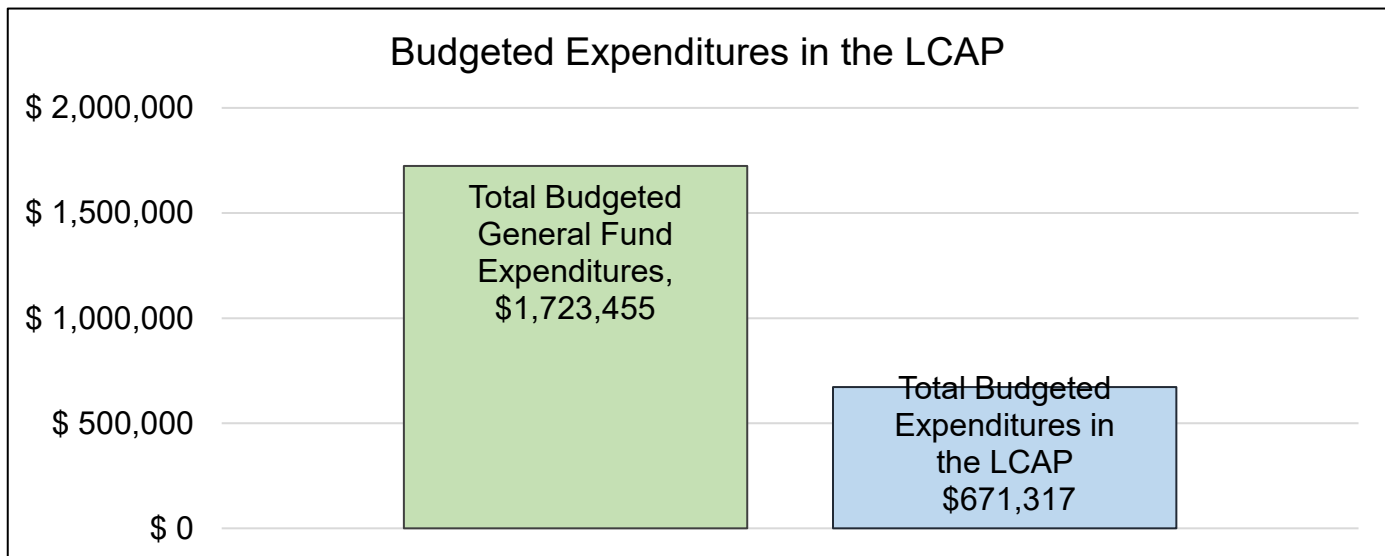


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Stockton expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy at Stockton is \$1,728,590.00, of which \$815,234.00 is Local Control Funding Formula (LCFF), \$163,301.00 is other state funds, \$692,920.00 is local funds, and \$57,135.00 is federal funds. Of the \$815,234.00 in LCFF Funds, \$187,174.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at Stockton plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy at Stockton plans to spend \$1,723,455.00 for the 2021 – 22 school year. Of that amount, \$671,317.00 is tied to actions/services in the LCAP and \$1,052,138.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

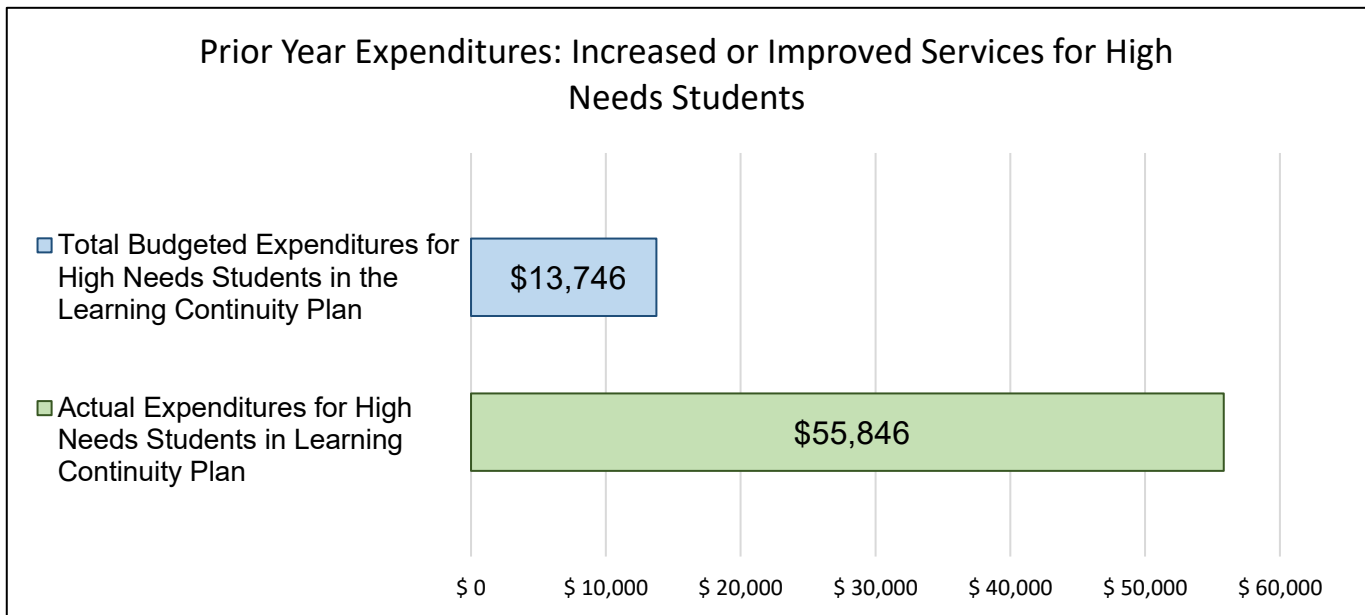
insurance, CMO services, special education staff and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy at Stockton is projecting it will receive \$187,174.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Stockton must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Stockton plans to spend \$198,780.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Voices College-Bound Language Academy at Stockton's Learning Continuity Plan budgeted \$13,746.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Stockton actually spent \$55,846.00 for actions to increase or improve services for high needs students in 2020 – 21.

LCFF Budget Overview for Parents

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

CDS Code: 43104390131748

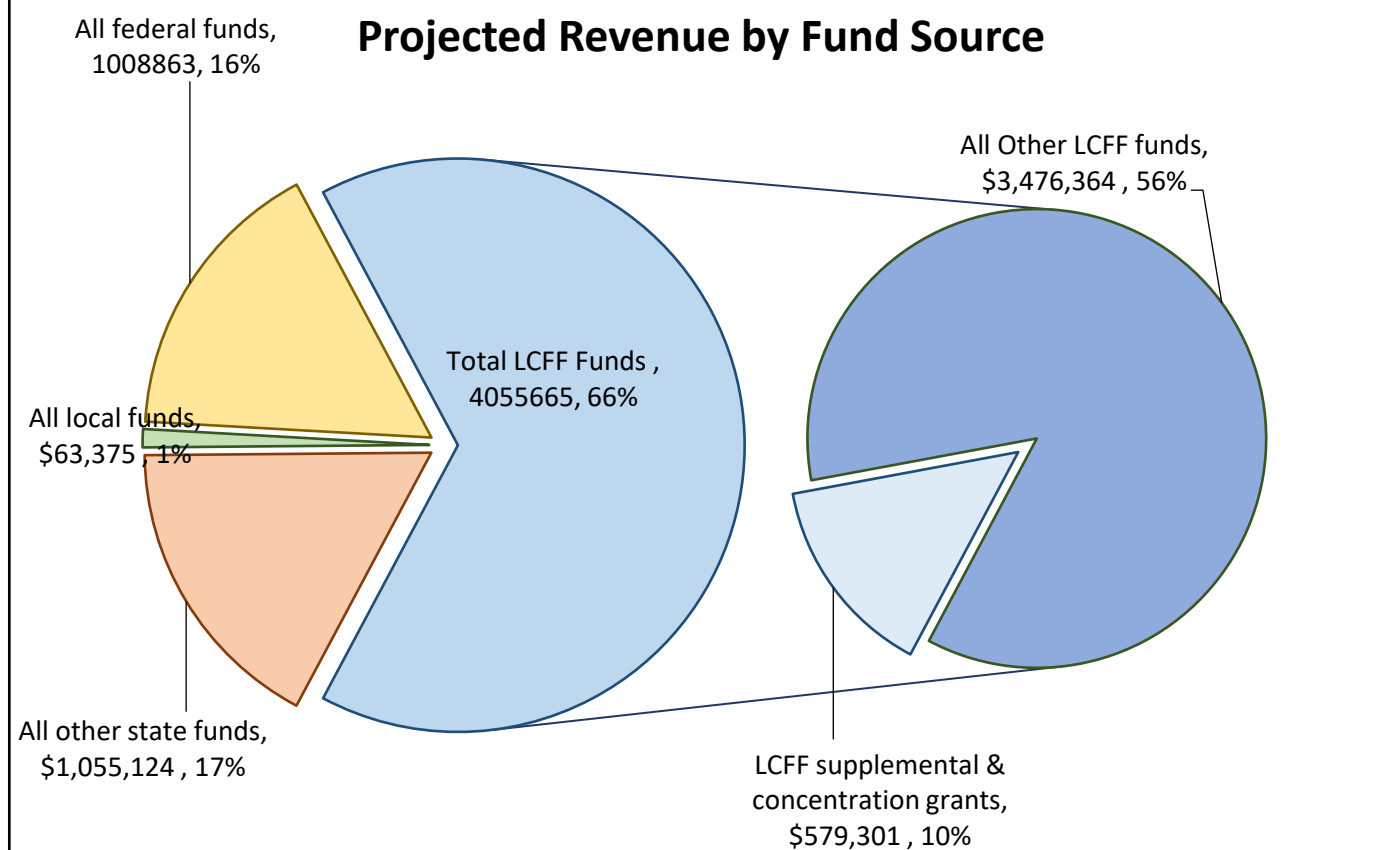
School Year: 2021 – 22

LEA contact information: Catherine Barron, 408-791-1609, cbarron@voicescharterschool.com

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 2021 – 22 School Year

Projected Revenue by Fund Source

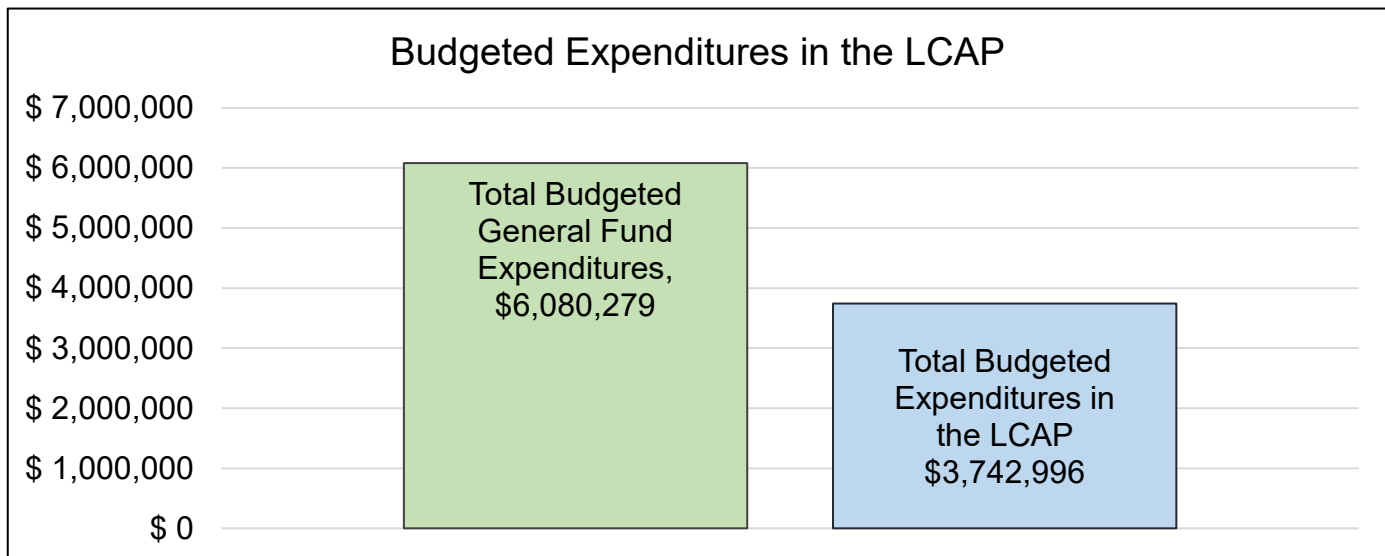


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Morgan Hill expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy at Morgan Hill is \$6,183,027.00, of which \$4,055,665.00 is Local Control Funding Formula (LCFF), \$1,055,124.00 is other state funds, \$63,375.00 is local funds, and \$1,008,863.00 is federal funds. Of the \$4,055,665.00 in LCFF Funds, \$579,301.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at Morgan Hill plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy at Morgan Hill plans to spend \$6,080,279.00 for the 2021 – 22 school year. Of that amount, \$3,742,996.00 is tied to actions/services in the LCAP and \$2,337,283.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

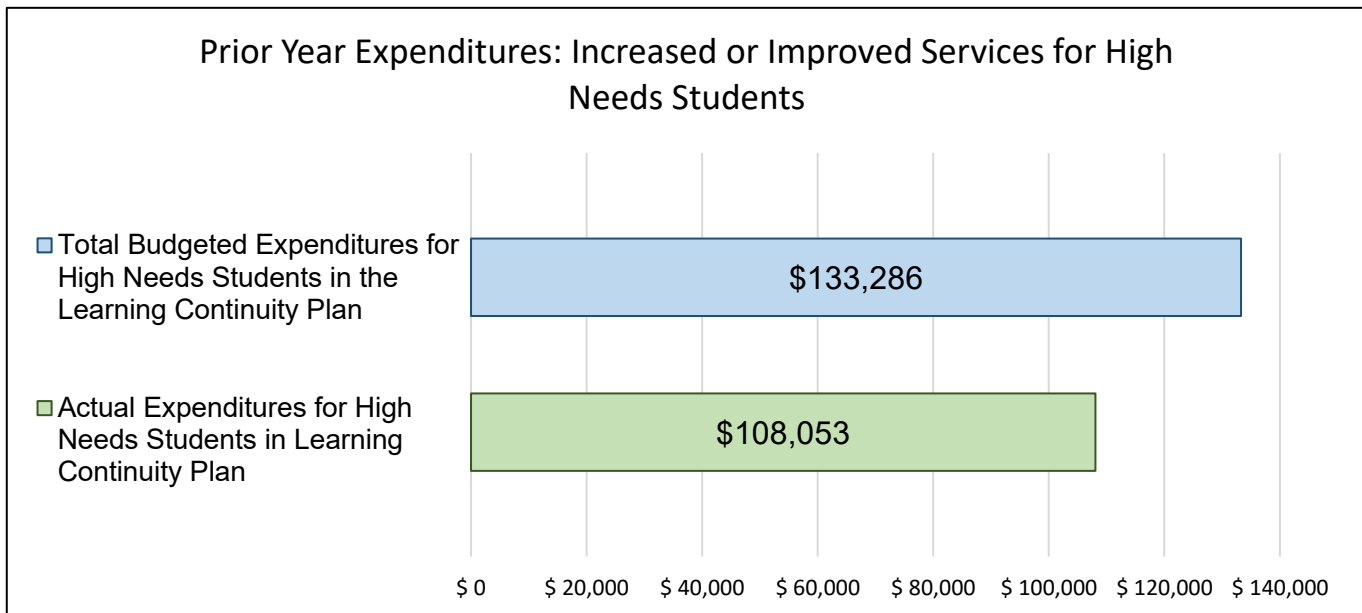
insurance, CMO services, special education staff and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy at Morgan Hill is projecting it will receive \$579,301.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Morgan Hill must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Morgan Hill plans to spend \$660,599.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Voices College-Bound Language Academy at Morgan Hill budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Voices College-Bound Language Academy at Morgan Hill's Learning Continuity Plan budgeted \$133,286.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Morgan Hill actually spent \$108,053.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$25,233.00 had the following impact on Voices College-Bound Language Academy at Morgan Hill's ability to increase or improve services for high needs students:

LCFF Budget Overview for Parents

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

CDS Code: 43694500113662

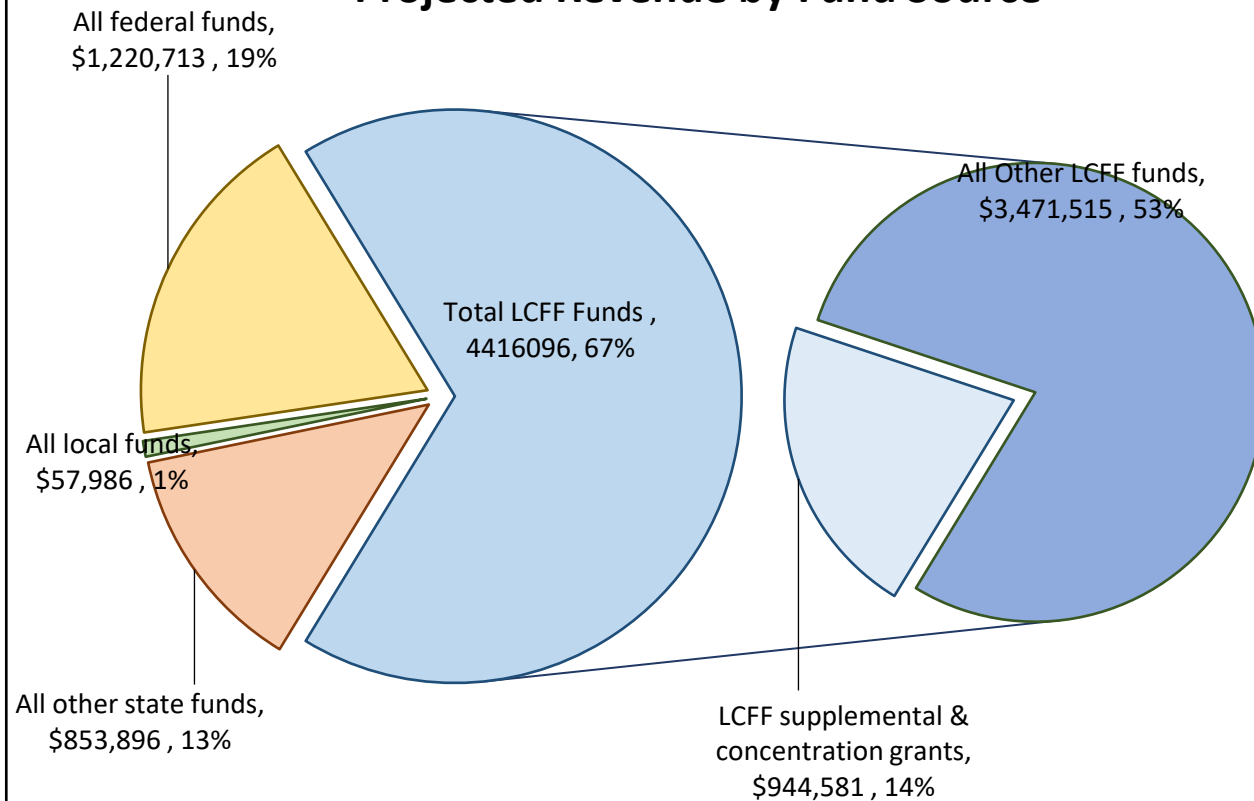
School Year: 2021 – 22

LEA contact information: Catherine Barron, 408-791-1609, cbarron@voicescharterschool.com

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 2021 – 22 School Year

Projected Revenue by Fund Source

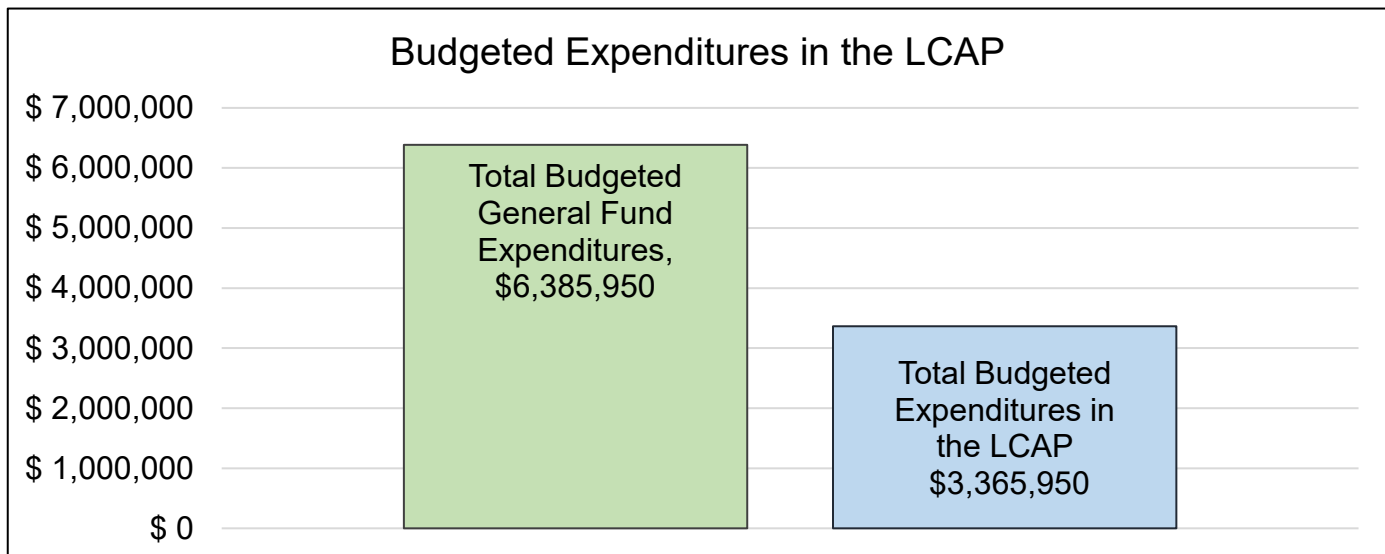


This chart shows the total general purpose revenue Voices College-Bound Language Academy expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy is \$6,548,691.00, of which \$4,416,096.00 is Local Control Funding Formula (LCFF), \$853,896.00 is other state funds, \$57,986.00 is local funds, and \$1,220,713.00 is federal funds. Of the \$4,416,096.00 in LCFF Funds, \$944,581.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy plans to spend \$6,385,950.00 for the 2021 – 22 school year. Of that amount, \$3,365,950.00 is tied to actions/services in the LCAP and \$3,020,000.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

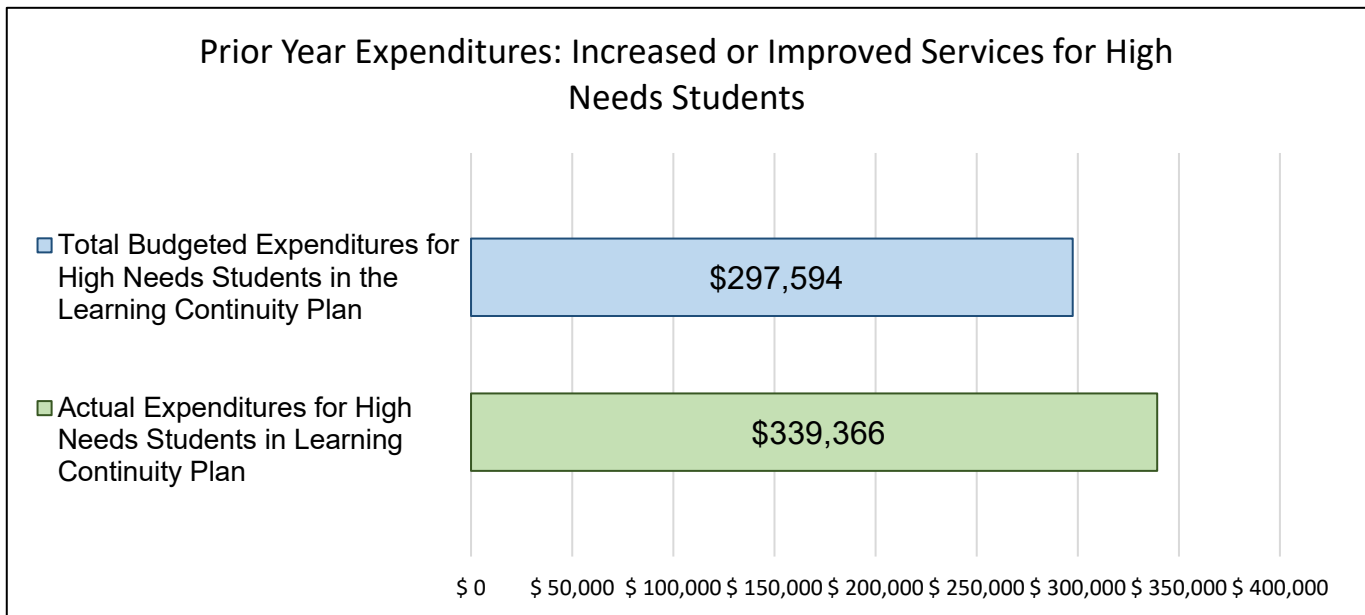
insurance, CMO services, special education staff and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy is projecting it will receive \$944,581.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy plans to spend \$1,082,354.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Voices College-Bound Language Academy's Learning Continuity Plan budgeted \$297,594.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy actually spent \$339,366.00 for actions to increase or improve services for high needs students in 2020 – 21.

Coversheet

2021-22 Budget – Review, discussion and approval of budget for 21-22 school year (for each Voices school separately)

Section: III. Board Business: Discussion/Action Items
Item: B. 2021-22 Budget – Review, discussion and approval of budget for 21-22 school year (for each Voices school separately)
Purpose: Vote
Submitted by:
Related Material: FY22 Final Budget Package-20210624.pdf

Voices College-Bound Language Academies

FY22 Budget for Approval

DENA KOREN

JUNE 24, 2021



Contents



1. Budget Summary
2. 3-Year Estimated Projections
3. One-Time Funding Update
4. Opportunities & Uncertainties

Final Budget Summary

Final budgets supported by State and Federal COVID recovery funding

		Flagship	Morgan Hill	Mt. Pleasant	WCC	Stockton
		Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	4,416,096	4,055,665	3,795,757	2,611,843	815,234
	Federal Revenue	1,220,713	1,008,863	802,634	725,625	57,135
	Other State Revenues	853,896	1,055,124	935,717	641,078	163,301
	Local Revenues	32,986	40,375	33,945	92,500	5,920
	Fundraising and Grants	25,000	23,000	23,000	8,000	687,000
	Total Revenue	6,548,691	6,183,026	5,591,053	4,079,046	1,728,591
Expenses	Compensation and Benefits	3,902,971	2,721,483	2,737,048	2,109,332	996,078
	Books and Supplies	310,339	335,375	304,384	227,350	78,503
	Services and Other Op Expenses	1,920,264	3,010,843	2,451,572	1,638,364	648,874
	Depreciation	184,856	12,578	4,267	-	-
	Other Outflows	67,519	-	-	2,471	1,108
	Total Expenses	6,385,950	6,080,279	5,497,271	3,977,517	1,723,455
	Operating Income	162,741	102,747	93,781	101,529	4,028
	Beginning Balance (Audited)	6,315,536	2,442,838	569,708	1,474,239	(504,039)
	Operating Income	162,741	102,747	93,781	101,529	4,028
	Ending Fund Balance (incl. Depreciation)	6,478,277	2,545,585	663,489	1,575,768	(500,011)
	Ending Fund Balance as % of Expenses	101.4%	41.9%	12.1%	39.6%	-29.0%

3-Year Budget Projection: Flagship

4

		2021-22	2022-23	2023-24
		Budget for Approval	Estimated Projection	Estimated Projection
Revenue	LCFF Entitlement	4,416,096	4,707,492	5,414,629
	Federal Revenue	1,220,713	767,618	583,364
	Other State Revenues	853,896	521,344	550,753
	Local Revenues	32,986	35,032	39,401
	Fundraising and Grants	25,000	25,000	25,000
	Total Revenue	6,548,691	6,056,486	6,613,148
Expenses	Compensation and Benefits	3,902,971	3,815,685	3,939,903
	Books and Supplies	310,339	326,163	359,208
	Services and Other Operating	1,920,264	1,819,397	1,942,671
	Depreciation	184,856	184,856	183,819
	Other Outflows	67,519	65,104	62,639
	Total Expenses	6,385,950	6,211,205	6,488,240
	Operating Income	162,741	(154,719)	124,908
	Beginning Balance (Audited)	6,347,133	6,509,874	6,355,156
	Operating Income	162,741	(154,719)	124,908
	Ending Fund Balance (incl. Depreciation)	6,509,874	6,355,156	6,480,063
	Ending Fund Balance as % of Expenses	101.9%	102.3%	99.9%

3-Year Budget Projection: Morgan Hill



		2021-22	2022-23	2023-24
		Budget for Approval	Estimated Projection	Estimated Projection
Revenue	LCFF Entitlement	4,055,665	4,674,539	5,008,606
	Federal Revenue	1,008,863	634,149	418,715
	Other State Revenues	1,055,124	920,809	983,952
	Local Revenues	40,375	45,960	48,261
	Fundraising and Grants	23,000	23,000	23,000
	Total Revenue	6,183,026	6,298,457	6,482,534
Expenses	Compensation and Benefits	2,721,483	2,868,636	3,152,951
	Books and Supplies	335,375	375,672	392,557
	Services and Other Operating	3,010,843	2,810,659	2,857,300
	Depreciation	12,578	12,578	12,578
	Other Outflows	-	-	-
	Total Expenses	6,080,279	6,067,544	6,415,386
	Operating Income	102,747	230,913	67,148
	Beginning Balance (Audited)	2,438,868	2,541,615	2,772,528
	Operating Income	102,747	230,913	67,148
	Ending Fund Balance (incl. Depreciation)	2,541,615	2,772,528	2,839,676
	Ending Fund Balance as % of Expenses	41.8%	45.7%	44.3%

3-Year Budget Projection: Mount Pleasant



		2021-22	2022-23	2023-24
		Budget for Approval	Estimated Projection	Estimated Projection
Revenue	LCFF Entitlement	3,795,757	4,458,806	5,185,359
	Federal Revenue	802,634	552,774	609,244
	Other State Revenues	935,717	813,424	883,169
	Local Revenues	33,945	40,296	46,012
	Fundraising and Grants	23,000	23,000	23,000
	Total Revenue	5,591,053	5,888,300	6,746,784
Expenses	Compensation and Benefits	2,737,048	2,943,396	3,415,673
	Books and Supplies	304,384	348,997	389,223
	Services and Other Operating	2,451,572	2,503,215	2,680,389
	Depreciation	4,267	4,267	4,267
	Other Outflows	-	-	-
	Total Expenses	5,497,271	5,799,875	6,489,553
	Operating Income	93,781	88,425	257,231
	Beginning Balance (Audited)	567,867	661,649	750,074
	Operating Income	93,781	88,425	257,231
	Ending Fund Balance (incl. Depreciation)	661,649	750,074	1,007,305
	Ending Fund Balance as % of Expenses	12.0%	12.9%	15.5%

3-Year Budget Projection: WCC



		2021-22	2022-23	2023-24
		Budget for Approval	Estimated Projection	Estimated Projection
Revenue	LCFF Entitlement	2,611,843	3,467,927	4,406,682
	Federal Revenue	725,625	340,785	274,286
	Other State Revenues	641,078	557,852	694,040
	Local Revenues	92,500	121,317	150,664
	Fundraising and Grants	8,000	8,000	8,000
	Total Revenue	4,079,046	4,495,880	5,533,672
Expenses	Compensation and Benefits	2,109,332	2,380,197	2,621,123
	Books and Supplies	227,350	272,639	337,253
	Services and Other Operating	1,638,364	1,801,816	2,076,869
	Depreciation	-	-	-
	Other Outflows	2,471	1,093	-
	Total Expenses	3,977,517	4,455,745	5,035,245
	Operating Income	101,529	40,135	498,427
	Beginning Balance (Audited)	1,482,754	1,584,282	1,624,418
	Operating Income	101,529	40,135	498,427
	Ending Fund Balance (incl. Depreciation)	1,584,282	1,624,418	2,122,845
	Ending Fund Balance as % of Expenses	39.8%	36.5%	42.2%

3-Year Budget Projection: Stockton



		2021-22	2022-23	2023-24
		Budget for Approval	Estimated Projection	Estimated Projection
Revenue	LCFF Entitlement	815,234	1,454,400	2,134,978
	Federal Revenue	57,135	109,754	156,472
	Other State Revenues	163,301	218,904	314,331
	Local Revenues	5,920	10,423	15,097
	Fundraising and Grants	687,000	463,000	213,000
	Total Revenue	1,728,591	2,256,481	2,833,879
Expenses	Compensation and Benefits	996,078	1,274,304	1,590,689
	Books and Supplies	78,503	114,347	148,218
	Services and Other Operating	648,874	859,416	1,088,453
	Depreciation	-	-	-
	Other Outflows	-	-	-
	Total Expenses	1,723,455	2,248,067	2,827,361
	Operating Income	5,136	8,414	6,518
	Beginning Balance (Audited)	(507,279)	(502,143)	(493,729)
	Operating Income	5,136	8,414	6,518
	Ending Fund Balance (incl. Depreciation)	(502,143)	(493,729)	(487,211)
	Ending Fund Balance as % of Expenses	-29.1%	-22.0%	-17.2%

One-Time Funding Usage in FY22



Stimulus funds providing post-COVID support to sites

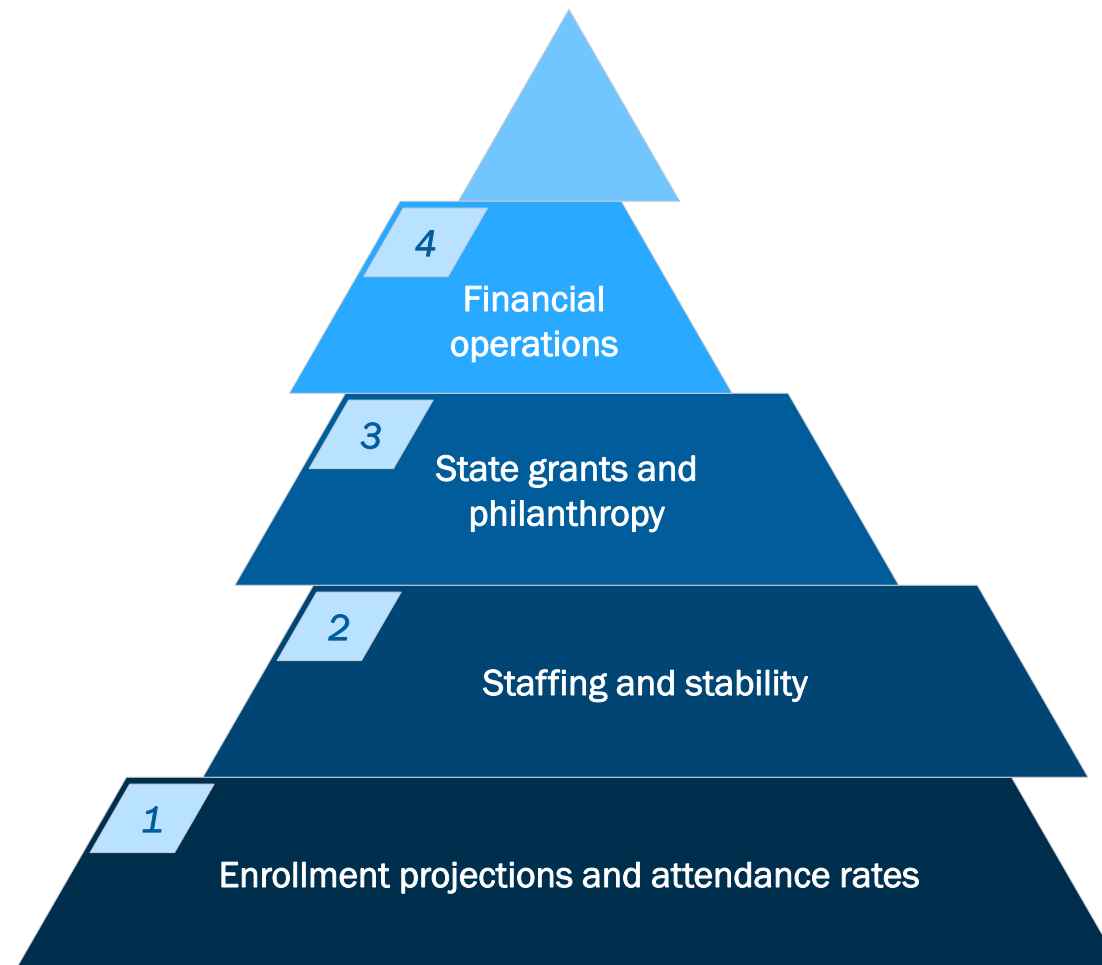
	Flagship	MH	MP	WCC	Stockton
In-Person Grant				\$41,161	
Expanded Learning	\$315,106	\$231,798	\$217,707	\$144,495	\$32,102
ESSER II	\$250,750	\$285,162	\$185,250	\$192,965	
ESSER III	\$622,131	\$390,348	\$326,345	\$329,033	*TBD*
Total	\$1,187,987	\$907,308	\$729,302	\$707,654	\$32,102
% of Total Used	66%	78%	63%	87%	100%

Some added expenses, but also using grants to maintain staffing & resources for learning loss mitigation

Opportunities and Uncertainties



FY22 will be strong year for Voices, but year of rebuilding & stabilizing



Voices
Multi-year Projection
As of May FY2021

2021-22					
Budget V7					
	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton
SUMMARY					
Revenue					
LCFF Entitlement	4,416,096	4,055,665	3,795,757	2,611,843	815,234
Federal Revenue	1,220,713	1,008,863	802,634	725,625	57,135
Other State Revenues	853,896	1,055,124	935,717	641,078	163,301
Local Revenues	32,986	40,375	33,945	92,500	5,920
Fundraising and Grants	25,000	23,000	23,000	8,000	687,000
Total Revenue	6,548,691	6,183,026	5,591,053	4,079,046	1,728,591
Expenses					
Compensation and Benefits	3,902,971	2,721,483	2,737,048	2,109,332	996,078
Books and Supplies	310,339	335,375	304,384	227,350	78,503
Services and Other Operating Expenditures	1,920,264	3,010,843	2,451,572	1,638,364	648,874
Depreciation	184,856	12,578	4,267	-	-
Other Outflows	67,519	-	-	2,471	-
Total Expenses	6,385,950	6,080,279	5,497,271	3,977,517	1,723,455
Operating Income	162,741	102,747	93,781	101,529	5,136
Deferred Rent Expense (for reference only)		234,527		240,789	
Fund Balance					
Beginning Balance (Unaudited)	6,347,133	2,438,868	567,867	1,482,754	(507,279)
Audit Adjustment					
Beginning Balance (Audited)	6,347,133	2,438,868	567,867	1,482,754	(507,279)
Operating Income	162,741	102,747	93,781	101,529	5,136
Ending Fund Balance	6,509,874	2,541,615	661,649	1,584,282	(502,143)
Total Revenue Per ADA	16,144	15,314	16,124	17,175	24,589
Total Expenses Per ADA	15,743	15,060	15,854	16,747	24,516
Operating Income Per ADA	401	254	270	427	73
Fund Balance as a % of Expenses	102%	42%	12%	40%	-29%

Voices
Multi-year Projection
As of May FY2021

		2021-22				
		Budget V7				
		Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton
REVENUE						
LCFF Entitlement						
8011	Charter Schools General Purpose Entitlement - State /	2,486,036	1,663,717	2,564,274	1,836,776	703,302
8012	Education Protection Account Entitlement	785,393	80,750	69,350	47,500	14,060
8096	Charter Schools in Lieu of Property Taxes	1,144,667	2,311,198	1,162,133	727,567	97,872
SUBTOTAL - LCFF Entitlement		4,416,096	4,055,665	3,795,757	2,611,843	815,234
Federal Revenue						
8181	Special Education - Entitlement	54,110	42,720	37,077	24,718	5,175
8220	Child Nutrition Programs	115,450	141,313	118,808	87,500	20,720
8291	Title I	129,487	99,663	95,188	57,408	23,400
8292	Title II	16,345	13,989	12,327	8,786	5,200
8293	Title III	22,441	25,668	17,640	15,215	2,640
8294	Title IV	10,000	10,000	10,000	10,000	-
8296	Other Federal Revenue	872,881	675,510	511,595	521,998	-
8298	Implementation Grant	-	-	-	-	-
SUBTOTAL - Federal Revenue		1,220,713	1,008,863	802,634	725,625	57,135
Other State Revenue						
8381	Special Education (State)	285,435	225,355	195,585	130,390	27,300
8382	Special Education (ERMHS)	33,488	26,439	22,947	15,298	3,203
8520	Child Nutrition - State	8,246	10,094	8,486	6,250	1,480
8545	School Facilities Apportionments	119,750	471,552	413,742	250,669	83,882
8550	Mandated Cost Reimbursements	7,557	5,967	5,178	3,452	723
8560	State Lottery Revenue	84,313	83,918	72,071	49,364	14,612
8590	All Other State Revenue	315,106	231,798	217,707	185,656	32,102
SUBTOTAL - Other State Revenue		853,896	1,055,124	935,717	641,078	163,301
Local Revenue						
8634	Food Service Sales	32,986	40,375	33,945	25,000	5,920
8699	All Other Local Revenue	-	-	-	67,500	-
8721	CMO Fees Revenue	-	-	-	-	-
SUBTOTAL - Local Revenue		32,986	40,375	33,945	92,500	5,920
Fundraising and Grants						
8802	Donations - Private	-	-	-	-	684,000
8803	Fundraising	25,000	23,000	23,000	8,000	3,000
SUBTOTAL - Fundraising and Grants		25,000	23,000	23,000	8,000	687,000
TOTAL REVENUE		6,548,691	6,183,026	5,591,053	4,079,046	1,728,591

Voices
Multi-year Projection
As of May FY2021

		2021-22				
		Budget V7				
		Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton
Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	29,093	28,400	28,400	28,400	17,975
4315	Custodial Supplies	20,000	15,000	15,000	15,000	5,000
4320	Educational Software	31,270	21,600	21,684	18,700	10,310
4325	Instructional Materials & Supplies	18,000	15,000	15,000	6,000	5,475
4330	Office Supplies	22,427	13,000	13,000	13,000	3,650
4350	Uniforms	10,000	8,000	8,000	8,000	2,000
4410	Classroom Furniture, Equipment & Supplies	2,060	14,000	14,000	6,250	1,000
4420	Tech Hardware & Supplies	7,500	15,000	15,000	2,500	1,000
4430	Non Classroom Related Furniture, Equipment & Suppl	2,060	2,000	2,575	2,500	2,000
4710	Student Food Services	164,929	201,875	169,725	125,000	29,600
4720	Other Food	3,000	1,500	2,000	2,000	493
SUBTOTAL - Books and Supplies		310,339	335,375	304,384	227,350	78,503
Services & Other Operating Expenses						
5210	Conferences and Related Travel	12,217	5,903	6,000	6,000	2,500
5215	Local Travel (Mileage, Parking, Tolls)	500	500	500	4,000	2,500
5305	Dues & Membership - Professional	5,200	3,120	3,120	3,000	1,000
5450	Insurance - Other	56,305	39,246	40,182	31,565	15,360
5515	Janitorial, Gardening Services & Supplies	12,217	9,000	9,000	6,000	1,500
5535	Utilities - All Utilities	55,000	75,000	3,296	75,000	1,750
5605	Equipment Leases	3,285	1,670	3,100	4,000	1,600
5610	Rent	-	1,457,027	700,000	592,605	333,720
5611	Prop 39 Related Costs	-	-	-	-	-
5615	Repairs and Maintenance - Building	20,000	10,000	123,600	5,000	9,500
5803	Accounting Fees	-	-	-	-	-
5809	Banking Fees	-	-	-	-	-
5812	Business Services	-	-	-	-	-
5815	Consultants - Instructional	104,600	6,020	53,342	2,000	1,000
5820	Consultants - Non-Instructional	7,725	5,325	2,369	4,000	1,850
5824	Authorizer Oversight Fees	44,161	40,557	37,958	26,118	8,152
5830	Field Trips	25,000	23,000	23,000	8,000	3,000
5845	Legal Fees	-	-	-	-	-
5848	Tech Licenses & Software	6,000	6,000	6,000	1,600	400
5851	Marketing and Student Recruiting	1,000	-	1,000	1,000	4,111
5857	Payroll Fees	-	-	-	-	-
5858	CMO Fees Expense	1,103,420	1,040,341	940,798	676,353	176,064
5860	Printing and Reproduction	20,000	12,000	12,000	8,000	5,000
5863	Staff Development & Appreciation	50,750	39,606	36,677	30,182	18,950
5869	Special Education Contract Instructors	225,700	110,000	350,200	60,000	40,000
5872	Special Education Encroachment	23,429	18,497	16,286	12,409	4,059
5875	Staff Recruiting	31,200	26,000	1,000	1,500	1,000
5877	Student Activities	2,000	1,000	1,000	1,000	500
5878	Student Assessment	31,266	29,147	29,147	28,232	10,095
5881	Student Information System	4,330	5,830	5,235	4,100	2,812
5884	Substitutes	32,960	12,455	12,513	20,000	1,950
5887	Technology Services	16,500	8,100	8,000	1,200	-
5899	Contingency	25,000	25,000	25,750	25,000	-
5910	Communications - Internet / Website Fees	-	-	-	-	-
5915	Postage and Delivery	500	500	500	500	500
5920	Communications - Telephone & Fax	-	-	-	-	-
SUBTOTAL - Services & Other Operating Exp.		1,920,264	3,010,843	2,451,572	1,638,364	648,874
Depreciation Expense						
6900	Depreciation	184,856	12,578	4,267	-	-
SUBTOTAL - Depreciation Expense		184,856	12,578	4,267	-	-
Other Outflows						
7438	Long term debt - Interest	67,519	-	-	2,471	-
SUBTOTAL - Other Outflows		67,519	-	-	2,471	-

Voices
Multi-year Projection
As of May FY2021

TOTAL EXPENSES

2021-22				
Budget V7				
Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton
6,385,950	6,080,279	5,497,271	3,977,517	1,723,455