



Voices College-Bound Language Academies

Board Meeting

Date and Time

Monday October 25, 2021 at 5:00 PM PDT

Location

Join Zoom Meeting

<https://us02web.zoom.us/j/84445425805?pwd=MDBWS3JUc0tRNG5zVE1PMUhpUzBXZz09>

Meeting ID: 844-4542-5805

Password: 3097

Dial

(408) 638 0968 (San Jose)

Instructions For Presentations To The Board By Parents and Citizens

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

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			5:00 PM
A. Record Attendance			
B. Call the Meeting to Order			

	Purpose	Presenter	Time
C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency	Vote		
	<p>The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e) (1)(B), that meeting in person would present imminent risks to health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.</p>		

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

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

II. Consent Items

A. Approve Minutes	Approve Minutes
Approve minutes for Board Meeting on September 1, 2021	
B. 2021-22 Bell Schedule Voices Flagship, Morgan Hill and Mt. Pleasant, Stockton, and WCC_	Vote Revised
C. Approve 20-21 Unaudited Actuals	Vote
D. Approve Annual Bank Signature and Credit Card Authorization	

III. Board Business

A. Public Hearings Education Effectiveness Plan for Voices FS, MH, MP, WCC and ST	Discuss
The Board conduct a public hearings to allow the public to comment on the Education Effectiveness Plan and provide input on areas of focus as funding becomes available.	

	Purpose	Presenter	Time
<p>The Board will subsequently approve these plans at the next Board meeting to be compliant with the current law. The public hearings for each school will be held separately.</p>			
<p>No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes for each hearing. Ordinarily, Board members will not respond to presentations and no action can be taken.</p>			
<p>1. Open Voices FS hearing. Close Voices FS hearing. 2. Open Voices MH hearing. Close Voices MH hearing. 3. Open Voices MP hearing. Close Voices MH hearing. 4. Open Voices WCC hearing. Close Voices WCC hearing. 5. Open Voices ST hearing. Close Voices ST hearing.</p>			
B.	ESSER III Spending Plan Voices FS, MP, MH, and WCC	Vote	
<p>IV. Closed Session</p>			
<p>A. Public Employee Performance Evaluation- CEO (Pursuant to Gov. Code Section 54957(b)(1).)</p>			
<p>V. Reconvene Open Session</p>			
<p>A. Report on action taken in closed session FYI</p>			
<p>VI. Closing Items</p>			
<p>A. Adjourn Meeting Vote</p>			

Coversheet

Approve Minutes

Section: II. Consent Items
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on September 1, 2021

APPROVED



Voices College-Bound Language Academies

Minutes

Board Meeting

Date and Time

Wednesday September 1, 2021 at 2:00 PM

Instructions For Presentations To The Board By Parents and Citizens

1. Agendas are available to all audience members at the meeting.
2. "Request to Speak" cards are available to all audience members who wish to speak on any agenda items or under the general category of "Opening Items: Public Comment." Public Comment is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws (provisions of the Brown Act (Government Code Section 54954.2(a) and .3) which preclude any action being taken on any item not appearing on the posted agenda), the Board can only listen to your issue, not respond or take action. These presentations are limited to no more than 15 minutes total and 3 minutes per person. The Board may give direction to staff to respond to your concern.
3. You may also complete a "Request to Speak" card to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda items on your "Request to Speak" card and you will be given an opportunity to speak for up to 3 minutes when the board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
5. 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 14271 Story Rd. San Jose, CA 95127.
6. 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 Alejandra Valladarez at (408)791-1609 Ex.1052

7. 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.
8. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
9. All time duration are estimates and may run shorter or longer.

Directors Present

A. Miller (remote), I. Connell (remote), K. Wisckol (remote), S. Perez (remote), S. Sandoval (remote), W. Plasencia (remote)

Directors Absent

D. Cadette

Non Voting Members Present

F. Teso

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 Academies to order on Wednesday Sep 1, 2021 at 2:04 PM.

C. Approve order of the agenda

A. Miller made a motion to approve agenda.

K. Wisckol seconded the motion.

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

Roll Call

D. Cadette Absent

A. Miller Aye

I. Connell Aye

W. Plasencia Aye

K. Wisckol Aye

S. Sandoval Aye

Roll Call

S. Perez Aye

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

no comments

II. Board Business

A. Approve Minutes

K. Wisckol made a motion to approve the minutes from Board Meeting on 08-01-21.

W. Plasencia seconded the motion.

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

Roll Call

A. Miller Aye
S. Perez Aye
D. Cadette Absent
W. Plasencia Aye
S. Sandoval Aye
I. Connell Abstain
K. Wisckol Aye

B. Public Hearing Voices Academies Independent Studies Policy

no public comment

C. Independent Studies Policy and Master Agreement

A. Miller made a motion to approve IS policy.

I. Connell seconded the motion.

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

Roll Call

A. Miller Aye
S. Sandoval Aye
I. Connell Aye
K. Wisckol Aye
S. Perez Aye
D. Cadette Absent

D. Voices Academies ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan (revised for 21-22)

A. Miller made a motion to approve plan.

W. Plasencia seconded the motion.

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

Roll Call

K. Wisckol Aye
S. Sandoval Aye
D. Cadette Absent
S. Perez Aye
A. Miller Aye
W. Plasencia Aye
I. Connell Aye

III. Closing Items

A. Adjourn Meeting

A. Miller made a motion to adjourn.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol Aye
W. Plasencia Aye
I. Connell Aye
S. Sandoval Aye
A. Miller Aye
D. Cadette Absent
S. Perez Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:43 PM.

Respectfully Submitted,
F. Teso

Coversheet

2021-22 Bell Schedule Voices Flagship, Morgan Hill and Mt. Pleasant, Stockton, and WCC_ Revised

Section: II. Consent Items
Item: B. 2021-22 Bell Schedule Voices Flagship, Morgan Hill and Mt. Pleasant, Stockton, and WCC_ Revised
Purpose: Vote
Submitted by:
Related Material: 2021-22 WCC Bell Schedule REV 2021.pdf
Voices.MH.Bell Schedule.21-22 REV 10.2021.pdf

Voices College-Bound Language Academy (WCC)
Bell Schedule SY 21-22

Regular Day Schedule	Minimum Day Schedule
<p style="text-align: center;">Kinder Regular Day</p> <p>8:00-9:25 (85) 9:25 - 9:40 Recess (15) 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 Enrichment <60> 12:30-2:05 (95) 2:05-2:20 Snack Recess (15) 2:20-4:00 Dismissed (105)</p>	<p style="text-align: center;">Kinder Minimum Day</p> <p>8:00-9:25 (85) 9:25 - 9:40 Recess (15) 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 (60)</p>
<p style="text-align: center;">First Grade Regular Day</p> <p>8:00-9:40 (100) 9:40-9:55 Recess <15> 9:55-11:00 (65) 11:00-11:30 Lunch <30> 11:30-12:30 Enrichment <60> 12:30-1:45 (75) 1:45-2:00 Snack Recess <15> 2:00-4:00 Dismissed (120)</p>	<p style="text-align: center;">First Grade Minimum Day</p> <p>8:00-9:40 (100) 9:40-9:55 Recess <15> 9:55-11:00 (65) 11:00-11:30 Lunch <30> 11:30-12:30 (60)</p>
<p style="text-align: center;">Second Grade Regular Day</p> <p>8:00-9:25 (85) 9:25 - 9:40 Recess <15> 9:40 - 11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 Enrichment <60> 12:30-1:45 (75) 1:45 - 2:00 Snack Recess <15> 2:00 -4:00 Dismissed (120)</p>	<p style="text-align: center;">Second Grade Minimum Day</p> <p>8:00-9:25 (85) 9:25 - 9:40 Recess <15> 9:40 - 11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 (60)</p>
<p style="text-align: center;">Third Grade Regular Day</p> <p>8:00-9:45 (105) 9:45 - 10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30> 12:00-12:30 Enrichment <30> 12:30-1:30 (60) 1:30 - 1:45 Snack Recess <15> 2:00 -4:00 Dismissed (120)</p>	<p style="text-align: center;">Third Grade Minimum Day</p> <p>8:00-9:45 (105) 9:45 - 10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-12:30 (60)</p>

Fourth Grade Regular Day 8:00-9:45 (105) 9:45 - 10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30> 12:00-12:30 Enrichment <30> 12:30-1:30 (60) 1:30 - 1:45 Snack Recess <15> 1:45 -4:00 Dismissed (135)	Fourth Grade Minimum Day 8:00-9:45 (105) 9:45 - 10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-12:30 (60)
Fifth Grade Regular Day 8:00-9:30 (90) 9:30 - 9:45 Recess <15> 9:45-11:00 (75) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30> 12:00-12:30 Enrichment <30> 12:30-1:45 (60) 1:30 - 1:45 Snack Recess <15> 2:00 -4:00 Dismissed (120)	Fifth Grade Minimum Day 8:00-9:30 (90) 9:30 - 9:45 Recess <15> 9:45-11:00 (75) 11:00-11:30 Lunch <30> 11:30-12:30 (60)



Voices College-Bound Language Academy Morgan Hill Bell Schedule SY 21-22

Regular Day Schedule	Minimum Day Schedule
TK/Kinder Regular Day 8:00-9:25 (85) 9:25-9:40 Recess (15) 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 Enrichment <60> 12:30-2:00 (90) 2:00-2:15 Snack Recess (15) 2:15-4:00 Dismissed (105)	TK/Kinder Minimum Day 8:00-9:25 (85) 9:25-9:40 Recess (15) 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 (60)
First Grade Regular Day 8:00-9:40 (100) 9:40-9:55 Recess <15> 9:55-11:00 (65) 11:00-11:30 Lunch <30> 11:30-12:30 Enrichment <60> 12:30-1:45 (75) 1:45-2:00 Snack Recess <15> 2:00-4:00 Dismissed (120)	First Grade Minimum Day 8:00-9:40 (100) 9:40-9:55 Recess <15> 9:55-11:00 (65) 11:00-11:30 Lunch <30> 11:30-12:30 (60)
Second Grade Regular Day 8:00-9:25 (85) 9:25-9:40 Recess <15> 9:40-11:00 (75) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30> 12:00-12:30 Enrichment <30> 12:30-1:45 (75) 1:45-2:00 Snack Recess <15> 2:00-4:00 Dismissed (120)	Second Grade Minimum Day 8:00-9:25 (85) 9:25-9:40 Recess <15> 9:40-11:00 (80) 11:00-11:30 Lunch <30> 11:30-12:30 (60)
Third Grade Regular Day 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30> 12:00-12:30 Enrichment <30> 12:25-1:45 (80)	Third Grade Minimum Day 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Lunch <30> 11:30-12:30 (60)



1:45-2:00 Snack Recess <15> 2:00-4:00 Dismissed (120)	
Fourth Grade Regular Day 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 Enrichment <30> 11:30-12:00 Lunch <30> 12:00-12:30 Enrichment <30> 12:30-1:30 (60) 1:30-1:45 Snack Recess <15> 1:45-4:00 Dismissed (135)	Fourth Grade Minimum Day 8:00-9:45 (105) 9:45-10:00 Recess <15> 10:00-11:00 (60) 11:00-11:30 (30) 11:30-12:00 Lunch <30> 12:00-12:30 (30)
Fifth Grade Regular Day 8:00-9:30 (90) 9:30-9:45 Recess <15> 9:45-11:00 (75) 11:00-12:00 Enrichment <60> 12:00-12:30 Lunch <30> 12:30-1:30 (60) 1:30-1:45 Snack Recess <15> 1:45-4:00 Dismissed (135)	Fifth Grade Minimum Day 8:00-9:30 (90) 9:30-9:45 Recess <15> 9:45-11:00 (75) 11:00-11:30 (30) 11:30-12:00 Lunch <30> 12:00-12:30 (30)

Sixth-Seventh Grade Regular Day			
	Start	End	Minutes
Block 1	8:00	10:00	(120)
Break	10:00	10:10	<10>
Block 2	10:10	11:00	(50)
Enrichment	11:00	12:00	<60>
Lunch	12:00	12:30	<30>
Block 2	12:30	1:45	(75)
Snack	1:45	2:00	<15>
Block 3	2:00	4:00	(120)

Sixth-Seventh Grade Minimum Day			
	Start	End	Minutes
Block 1	8:00	9:15	(75)
Block 2	9:15	10:30	(75)
Break	10:30	10:40	<10>
Block 3	10:40	11:30	(50)



Lunch	11:30	12:00	<30>
Block 3	12:00	12:30	(30)

- Reviewed by CAO 7/26/21

Coversheet

Approve 20-21 Unaudited Actuals

Section: II. Consent Items
Item: C. Approve 20-21 Unaudited Actuals
Purpose: Vote
Submitted by:
Related Material: 07617960136903.xlsm.pdf
43104390131748.xlsm.pdf
39686760139907 (3).pdf
43694500113662.pdf
43104390132530.pdf

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021

CHARTER SCHOOL CERTIFICATION

Charter School Name: Voices College-Bound Language Academy at West Contra Costa County

CDS #: #VALUE!

Charter Approving Entity: West Contra Costa Unified School District

County: Contra Costa

Charter #: 1906

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:

Name

Title

Telephone

Email address

For Approving Entity:

Name

Title

Telephone

Email address

For Charter School:

Name

Title

Telephone

Email address

To the entity that approved the charter school:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____
 Charter School Official
 (Original signature required)

Date: _____

Printed Name: Frances Teso _____

Title: Executive Director _____

To the County Superintendent of Schools:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____
 Authorized Representative of
 Charter Approving Entity
 (Original signature required)

Date: _____

Printed Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____
 County Superintendent/Designee
 (Original signature required)

Date: _____

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**Charter School Name:** Voices College-Bound Language Academy at West Contra Costa County**CDS #:** #VALUE!**Charter Approving Entity:** West Contra Costa Unified School District**County:** Contra Costa**Charter #:** 1906**This charter school uses the following basis of accounting:**

(Please enter an "X" in the applicable box below; check only one box)

 Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438,

9400-9489, 9660-9669, 9796, and 9797)

 Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,460,788.00		1,460,788.00
Education Protection Account State Aid - Current Year	8012	40,120.00		40,120.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	603,920.00		603,920.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		2,104,828.00	0.00	2,104,828.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290	86,416.00		86,416.00
Special Education - Federal	8181, 8182	41,972.00		41,972.00
Child Nutrition - Federal	8220	58,050.00		58,050.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	231,936.00		231,936.00
Total, Federal Revenues		0.00	418,374.00	418,374.00
3. Other State Revenues				
Special Education - State	StateRevSE	115,074.00		115,074.00
All Other State Revenues	StateRevAO	63,953.00	5,386.00	69,339.00
Total, Other State Revenues		63,953.00	120,460.00	184,413.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	68,378.00	0.00	68,378.00
Total, Local Revenues		68,378.00	0.00	68,378.00
5. TOTAL REVENUES		2,237,159.00	538,834.00	2,775,993.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	462,228.00	15,500.00	477,728.00
Certificated Pupil Support Salaries	1200	84,177.00	62,847.00	147,024.00
Certificated Supervisors' and Administrators' Salaries	1300	100,607.00	0.00	100,607.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		647,012.00	78,347.00	725,359.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	21,428.00	134,435.00	155,863.00
Noncertificated Support Salaries	2200	55,300.00	0.00	55,300.00
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical, Technical and Office Salaries	2400	49,985.00	0.00	49,985.00
Other Noncertificated Salaries	2900	28,027.00	0.00	28,027.00
Total, Noncertificated Salaries		154,740.00	134,435.00	289,175.00
3. Employee Benefits				
STRS	3101-3102			0.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	59,791.00	16,217.00	76,008.00
Health and Welfare Benefits	3401-3402	75,746.00		75,746.00
Unemployment Insurance	3501-3502	7,278.00		7,278.00
Workers' Compensation Insurance	3601-3602	13,931.00		13,931.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00

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Other Employee Benefits	3901-3902	44,153.00	44,153.00
Total, Employee Benefits		200,899.00	16,217.00
			217,116.00
4. Books and Supplies			
Approved Textbooks and Core Curricula Materials	4100	811.00	6,392.00
Books and Other Reference Materials	4200		0.00
Materials and Supplies	4300	13,191.00	45,358.00
Noncapitalized Equipment	4400	22,972.00	68,546.00
Food	4700		56,964.00
Total, Books and Supplies		36,974.00	177,260.00
			214,234.00
5. Services and Other Operating Expenditures			
Subagreements for Services	5100		0.00
Travel and Conferences	5200	276.00	0.00
Dues and Memberships	5300	1,973.00	0.00
Insurance	5400	23,719.00	0.00
Operations and Housekeeping Services	5500	352.00	352.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	8,077.00	23,253.00
Transfers of Direct Costs	5700-5799		31,330.00
Professional/Consulting Services and Operating Expend.	5800	448,044.00	109,322.00
Communications	5900	10,004.00	0.00
Total, Services and Other Operating Expenditures		492,445.00	132,575.00
			625,020.00
6. Capital Outlay			
(Objects 6100-6170, 6200-6500 modified accrual basis only)	6100-6170		
Land and Land Improvements	6200		0.00
Buildings and Improvements of Buildings			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0.00
Equipment	6400		0.00
Equipment Replacement	6500		0.00
Depreciation Expense (accrual basis only)	6900		0.00
Total, Capital Outlay		0.00	0.00
			0.00
7. Other Outgo			
Tuition to Other Schools	7110-7143		0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0.00
All Other Transfers	7281-7299		0.00
Transfers of Indirect Costs	7300-7399		0.00
Debt Service:			
Interest	7438	4,942.00	4,942.00
Principal (for modified accrual basis only)	7439		0.00
Total Debt Service		4,942.00	4,942.00
Total, Other Outgo		4,942.00	4,942.00
			4,942.00
8. TOTAL EXPENDITURES		1,537,012.00	538,834.00
			2,075,846.00
Description	Object Code	Unrestricted	Restricted
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)			Total
		700,147.00	0.00
			700,147.00
D. OTHER FINANCING SOURCES / USES			
1. Other Sources	8930-8979		0.00
2. Less: Other Uses	7630-7699		0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		0.00
		0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES			0.00
		700,147.00	0.00
			700,147.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)			
		700,147.00	0.00
			700,147.00
F. FUND BALANCE / NET POSITION			
1. Beginning Fund Balance/Net Position	9791	484,671.00	484,671.00
a. As of July 1		416,877.00	416,877.00
b. Adjustments/Restatements		901,548.00	0.00
c. Adjusted Beginning Fund Balance /Net Position		1,601,695.00	0.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)	9793, 9795		1,601,695.00
Components of Ending Fund Balance (Modified Accrual Basis only)			
a. Nonspendable			
1. Revolving Cash (equals Object 9130)	9711		0.00
2. Stores (equals Object 9320)	9712		0.00
3. Prepaid Expenditures (equals Object 9330)	9713		0.00

4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)		Enter amount for F3.a		
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	1,601,695.00	0.00	1,601,695.00
Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,041,837.00		1,041,837.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	133,569.00		133,569.00
4. Due from Grantor Governments	9290	1,105,623.00		1,105,623.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	38,531.00		38,531.00
7. Other Current Assets	9340	8,982.00		8,982.00
8. Capital Assets (accrual basis only)	9400-9489	105,000.00		105,000.00
9. TOTAL ASSETS		2,433,542.00	0.00	2,433,542.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	233,185.00		233,185.00
2. Due to Grantor Governments	9590	492,113.00		492,113.00
3. Current Loans	9640			0.00
4. Unearned Revenue	9650	106,549.00		106,549.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		831,847.00	0.00	831,847.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		1,601,695.00	0.00	1,601,695.00

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")
a. _____
b. _____
c. _____

	Capital Outlay	Debt Service	Total
\$			0.00
			0.00
			0.00

d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE		0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	3000-3999
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999
TOTAL COMMUNITY SERVICES EXPENDITURES	
	0.00

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	2,075,846.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	418,374.00
c. Subtotal of State & Local Expenditures [a minus b]	1,657,472.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	4,942.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	
	\$ 1,652,530.00

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2020 to June 30, 2021

CHARTER SCHOOL CERTIFICATION

Charter School Name: Voices College-Bound Language Academy at Morgan Hill

CDS #: #VALUE!

Charter Approving Entity: Santa Clara County of Education

County: Sant Clara

Charter #: 1716

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:

Christine Carbone
Name

Financial Administrator for Charter Schools
Title

408 453-3604
Telephone

christine.carbone@sccoe.org
Email address

For Approving Entity:

Christine Carbone
Name

Financial Administrator for Charter Schools
Title

408 453-3604
Telephone

christine.carbone@sccoe.org
Email address

For Charter School:

Frances Teso
Name

Executive Director
Title

Telephone

fteso@voicescharterschool.com
Email address

To the entity that approved the charter school:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____
 Charter School Official
 (Original signature required)

Date: _____

Printed Name: _____

Title: _____

To the County Superintendent of Schools:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____
 Authorized Representative of
 Charter Approving Entity
 (Original signature required)

Date: _____

Printed Name: _____

Title: _____

To the Superintendent of Public Instruction:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____
 County Superintendent/Designee
 (Original signature required)

Date: _____

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**Charter School Name:** Voices College-Bound Language Academy at Morgan Hill**CDS #:** #VALUE!**Charter Approving Entity:** Santa Clara County of Education**County:** Sant Clara**Charter #:** 1716**This charter school uses the following basis of accounting:****(Please enter an "X" in the applicable box below; check only one box)** **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438,

9400-9489, 9660-9669, 9796, and 9797)

 Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,443,979.00		1,443,979.00
Education Protection Account State Aid - Current Year	8012	69,340.00		69,340.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,832,191.00		1,832,191.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,345,510.00	0.00	3,345,510.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290		136,375.00	136,375.00
Special Education - Federal	8181, 8182		73,603.00	73,603.00
Child Nutrition - Federal	8220		181,628.00	181,628.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		292,438.00	292,438.00
Total, Federal Revenues		0.00	684,044.00	684,044.00
3. Other State Revenues				
Special Education - State	StateRevSE			0.00
All Other State Revenues	StateRevAO	126,730.00	532,967.00	659,697.00
Total, Other State Revenues		126,730.00	532,967.00	659,697.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	21,405.00		21,405.00
Total, Local Revenues		21,405.00	0.00	21,405.00
5. TOTAL REVENUES		3,493,645.00	1,217,011.00	4,710,656.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	737,202.00	30,078.00	767,280.00
Certificated Pupil Support Salaries	1200	83,171.00	102,622.00	185,793.00
Certificated Supervisors' and Administrators' Salaries	1300	116,809.00		116,809.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		937,182.00	132,700.00	1,069,882.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	9,132.00	214,704.00	223,836.00
Noncertificated Support Salaries	2200	73,473.00		73,473.00
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical, Technical and Office Salaries	2400	9,238.00	73,473.00	82,711.00
Other Noncertificated Salaries	2900	28,238.00	26,568.00	54,806.00
Total, Noncertificated Salaries		120,081.00	314,745.00	434,826.00
3. Employee Benefits				
STRS	3101-3102	176,065.00		176,065.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	39,268.00	29,992.00	69,260.00
Health and Welfare Benefits	3401-3402	93,446.00		93,446.00
Unemployment Insurance	3501-3502	10,111.00		10,111.00
Workers' Compensation Insurance	3601-3602	22,485.00		22,485.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00

Voices College-Bound Language Academies - Board Meeting - Agenda - Monday October 25, 2021 at 5:00 PM			
Other Employee Benefits	3901-3902	46,163.00	46,163.00
Total, Employee Benefits		387,538.00	29,992.00
			417,530.00
4. Books and Supplies			
Approved Textbooks and Core Curricula Materials	4100	8,014.00	11,912.00
Books and Other Reference Materials	4200		0.00
Materials and Supplies	4300	16,255.00	62,399.00
Noncapitalized Equipment	4400	25,415.00	120,653.00
Food	4700		146,068.00
Total, Books and Supplies			103,478.00
		49,684.00	298,442.00
			348,126.00
5. Services and Other Operating Expenditures			
Subagreements for Services	5100		0.00
Travel and Conferences	5200		0.00
Dues and Memberships	5300	7,588.00	7,588.00
Insurance	5400	38,283.00	38,283.00
Operations and Housekeeping Services	5500	58,989.00	58,989.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	121,856.00	295,359.00
Transfers of Direct Costs	5700-5799		417,215.00
Professional/Consulting Services and Operating Expend.	5800	703,244.00	145,773.00
Communications	5900	13,034.00	13,034.00
Total, Services and Other Operating Expenditures		942,994.00	441,132.00
			1,384,126.00
6. Capital Outlay			
(Objects 6100-6170, 6200-6500 modified accrual basis only)			
Land and Land Improvements	6100-6170		0.00
Buildings and Improvements of Buildings	6200		0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300		0.00
Equipment	6400		0.00
Equipment Replacement	6500		0.00
Depreciation Expense (accrual basis only)	6900	10,168.00	10,168.00
Total, Capital Outlay		10,168.00	0.00
			10,168.00
7. Other Outgo			
Tuition to Other Schools	7110-7143		0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213		0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO		0.00
All Other Transfers	7281-7299	33,454.00	33,454.00
Transfers of Indirect Costs	7300-7399		0.00
Debt Service:			
Interest	7438	1,037.00	1,037.00
Principal (for modified accrual basis only)	7439		0.00
Total Debt Service		1,037.00	1,037.00
Total, Other Outgo		34,491.00	0.00
			34,491.00
8. TOTAL EXPENDITURES		2,482,138.00	1,217,011.00
			3,699,149.00
Description	Object Code	Unrestricted	Restricted
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,011,507.00	0.00
			1,011,507.00
D. OTHER FINANCING SOURCES / USES			
1. Other Sources	8930-8979		0.00
2. Less: Other Uses	7630-7699		0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		0.00
		0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00
			0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		1,011,507.00	0.00
			1,011,507.00
F. FUND BALANCE / NET POSITION			
1. Beginning Fund Balance/Net Position	9791	1,009,397.44	1,009,397.44
a. As of July 1		374,386.56	374,386.56
b. Adjustments/Restatements		1,383,784.00	0.00
c. Adjusted Beginning Fund Balance /Net Position		2,395,291.00	0.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)	9793, 9795		2,395,291.00
Components of Ending Fund Balance (Modified Accrual Basis only)			
a. Nonspendable			
1. Revolving Cash (equals Object 9130)	9711		0.00
2. Stores (equals Object 9320)	9712		0.00
3. Prepaid Expenditures (equals Object 9330)	9713		0.00

4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	83,955.00		83,955.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	2,311,336.00	0.00	2,311,336.00
Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	731,025.00		731,025.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	685,185.00		685,185.00
4. Due from Grantor Governments	9290	1,436,219.00		1,436,219.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	20,923.00		20,923.00
7. Other Current Assets	9340	86,969.00		86,969.00
8. Capital Assets (accrual basis only)	9400-9489	83,955.00		83,955.00
9. TOTAL ASSETS		3,044,276.00	0.00	3,044,276.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	104,597.00		104,597.00
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	344,952.00		344,952.00
4. Unearned Revenue	9650	199,436.00		199,436.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		648,985.00	0.00	648,985.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		2,395,291.00	0.00	2,395,291.00

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")
a. _____
b. _____
c. _____

	Capital Outlay	Debt Service	Total
\$			0.00
			0.00
			0.00

d.			0.00
e.			0.00
f.			0.00
g.			0.00
h.			0.00
i.			0.00
j.			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE		0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	3000-3999
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999
TOTAL COMMUNITY SERVICES EXPENDITURES	
	0.00

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	3,699,149.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	684,044.00
c. Subtotal of State & Local Expenditures [a minus b]	3,015,105.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	11,205.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 3,003,900.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**CHARTER SCHOOL CERTIFICATION****Charter School Name:** Voices College-Bound Language Academy at Stockton**CDS #:** 39686760139907**Charter Approving Entity:** Stockton Unified School District**County:** San Joaquin**Charter #:** 2077

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
Scott Anderson Name	Marcus Battle Name	Frances Teso Name
Deputy Supt Title	Interim Chief Business Official Title	Executive Director Title
209 468-4807 Telephone	209 933-7010 ext 2091 Telephone	Telephone
scanderson@sjcoe.net Email address	mbattle@stocktonusd.net Email address	fteso@voicescharter.com Email address

To the entity that approved the charter school:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____
 Charter School Official
 (Original signature required)

Printed
 Name: Frances Teso Title: Executive Director

To the County Superintendent of Schools:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
 Authorized Representative of
 Charter Approving Entity
 (Original signature required)

Printed
 Name: _____ Title: _____

To the Superintendent of Public Instruction:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**Charter School Name:** Voices College-Bound Language Academy at Stockton**CDS #:** 39686760139907**Charter Approving Entity:** Stockton Unified School District**County:** San Joaquin**Charter #:** 2077**This charter school uses the following basis of accounting:****(Please enter an "X" in the applicable box below; check only one box)** **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797) **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	384,890.00		384,890.00
Education Protection Account State Aid - Current Year	8012	8,400.00		8,400.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	58,792.00		58,792.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		452,082.00	0.00	452,082.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290	4,856.00		4,856.00
Special Education - Federal	8181, 8182	5,175.00		5,175.00
Child Nutrition - Federal	8220	24,585.00		24,585.00
Donated Food Commodities	8221	0.00		0.00
Other Federal Revenues	8110, 8260-8299	186,036.00	165,598.00	351,634.00
Total, Federal Revenues		186,036.00	200,214.00	386,250.00
3. Other State Revenues				
Special Education - State	StateRevSE	22,290.00		22,290.00
All Other State Revenues	StateRevAO	7,621.00	49,357.00	56,978.00
Total, Other State Revenues		7,621.00	71,647.00	79,268.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	612,470.00		612,470.00
Total, Local Revenues		612,470.00	0.00	612,470.00
5. TOTAL REVENUES		1,258,209.00	271,861.00	1,530,070.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	231,884.00	7,184.00	239,068.00
Certificated Pupil Support Salaries	1200	57,600.00	5,009.00	62,609.00
Certificated Supervisors' and Administrators' Salaries	1300	93,006.00	7,763.00	100,769.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		382,490.00	19,956.00	402,446.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	70,598.00	13,587.00	84,185.00
Noncertificated Support Salaries	2200	64,576.00	21,001.00	85,577.00
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical, Technical and Office Salaries	2400	24,536.00	32,084.00	56,620.00
Other Noncertificated Salaries	2900	17,913.00		17,913.00
Total, Noncertificated Salaries		177,623.00	66,672.00	244,295.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**Charter School Name:** Voices College-Bound Language Academy at Stockton**CDS #:** 39686760139907

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102			0.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	32,992.00	15,669.00	48,661.00
Health and Welfare Benefits	3401-3402	26,938.00		26,938.00
Unemployment Insurance	3501-3502	5,100.00		5,100.00
Workers' Compensation Insurance	3601-3602	5,132.00		5,132.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	32,712.00		32,712.00
Total, Employee Benefits		102,874.00	15,669.00	118,543.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	8,154.00	28,899.00	37,053.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	45,166.00		45,166.00
Noncapitalized Equipment	4400	35,707.00	54,864.00	90,571.00
Food	4700		31,673.00	31,673.00
Total, Books and Supplies		89,027.00	115,436.00	204,463.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	2,686.00		2,686.00
Dues and Memberships	5300	1,553.00		1,553.00
Insurance	5400	8,739.00		8,739.00
Operations and Housekeeping Services	5500	23,701.00	0.00	23,701.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	276,252.00	47,219.00	323,471.00
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	68,358.00	6,909.00	75,267.00
Communications	5900	9,717.00		9,717.00
Total, Services and Other Operating Expenditures		391,006.00	54,128.00	445,134.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299	4,521.00		4,521.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438	257.00		257.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		257.00	0.00	257.00
Total, Other Outgo		4,778.00	0.00	4,778.00
8. TOTAL EXPENDITURES		1,147,798.00	271,861.00	1,419,659.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy at Stockton

CDS #: 39686760139907

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		110,411.00	0.00	110,411.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		110,411.00	0.00	110,411.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	0.00		0.00
b. Adjustments/Restatements	9793, 9795	(108,020.00)		(108,020.00)
c. Adjusted Beginning Fund Balance /Net Position		(108,020.00)	0.00	(108,020.00)
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		2,391.00	0.00	2,391.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796			0.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	2,391.00	0.00	2,391.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy at Stockton

CDS #: 39686760139907

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	50,000.00		50,000.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	38,947.00		38,947.00
4. Due from Grantor Governments	9290	214,561.00		214,561.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	5,333.00		5,333.00
7. Other Current Assets	9340	30,388.00		30,388.00
8. Capital Assets (accrual basis only)	9400-9489			0.00
9. TOTAL ASSETS		339,229.00	0.00	339,229.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	130,687.00		130,687.00
2. Due to Grantor Governments	9590	4,521.00		4,521.00
3. Current Loans	9640	85,579.00		85,579.00
4. Unearned Revenue	9650			0.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	100,000.00		100,000.00
6. TOTAL LIABILITIES		320,787.00	0.00	320,787.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	16,051.00		16,051.00
2. TOTAL DEFERRED INFLOWS		16,051.00	0.00	16,051.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		2,391.00	0.00	2,391.00

CHARTER SCHOOL UNAUDITED ACTUALS*

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy at Stockton

CDS #: 39686760139907

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")

- a. None
- b.
- c.
- d.
- e.
- f.
- g.
- h.
- i.
- j.

TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
Salaries	1000-1999 0.00
	2000-2999 0.00
	except 3801- 0.00
Salaries for Operating Expenditures	4000-4999 0.00 5000-5999 0.00
GENERAL SERVICES EXPENDITURES	0.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy at Stockton

CDS #: 39686760139907

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	1,419,659.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	386,250.00
c. Subtotal of State & Local Expenditures [a minus b]	1,033,409.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	257.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 1,033,152.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**CHARTER SCHOOL CERTIFICATION****Charter School Name:** Voices College-Bound Language Academy**CDS #:** 43694500113662**Charter Approving Entity:** Franklin McKinley School District**County:** Santa Clara**Charter #:** 846

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
Rema Kumar Name	Joanne Chin Name	Frances Teso Name
District Business Advisor Title	Director of Fiscal Services Title	Executive Director Title
408-453-4277 Telephone	408 283-6087 Telephone	408-791-1609 Telephone
rkumar@sccoe.org Email address	joanne.chin@fmsd.org Email address	fteso@voicescharterschool.com Email address

To the entity that approved the charter school:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____ Date: _____
 Charter School Official
 (Original signature required)

Printed
 Name: Frances Teso Title: Executive Director

To the County Superintendent of Schools:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____
 Authorized Representative of
 Charter Approving Entity
 (Original signature required)

Printed
 Name: Joanne Chin Title: Director Fiscal Serv

To the Superintendent of Public Instruction:

(X) 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____ Date: _____

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy

CDS #: 43694500113662

Charter Approving Entity: Franklin McKinley School District

County: Santa Clara

Charter #: 846

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

 Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797) **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	2,231,587.00		2,231,587.00
Education Protection Account State Aid - Current Year	8012	1,057,869.00		1,057,869.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,246,479.00		1,246,479.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		4,535,935.00	0.00	4,535,935.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290	198,109.00		198,109.00
Special Education - Federal	8181, 8182	128,071.00		128,071.00
Child Nutrition - Federal	8220	120,037.00		120,037.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	566,009.00		566,009.00
Total, Federal Revenues		0.00	1,012,226.00	1,012,226.00
3. Other State Revenues				
Special Education - State	StateRevSE	257,371.00		257,371.00
All Other State Revenues	StateRevAO	164,694.00	12,964.00	177,658.00
Total, Other State Revenues		164,694.00	270,335.00	435,029.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	137,597.00		137,597.00
Total, Local Revenues		137,597.00	0.00	137,597.00
5. TOTAL REVENUES		4,838,226.00	1,282,561.00	6,120,787.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	1,103,196.00	23,545.00	1,126,741.00
Certificated Pupil Support Salaries	1200	74,927.00	141,959.00	216,886.00
Certificated Supervisors' and Administrators' Salaries	1300	103,600.00		103,600.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,281,723.00	165,504.00	1,447,227.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	4,455.00	276,078.00	280,533.00
Noncertificated Support Salaries	2200	68,711.00	73,796.00	142,507.00
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical, Technical and Office Salaries	2400	141,590.00	66,426.00	208,016.00
Other Noncertificated Salaries	2900	34,556.00	9,206.00	43,762.00
Total, Noncertificated Salaries		249,312.00	425,506.00	674,818.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**Charter School Name:** Voices College-Bound Language Academy**CDS #:** 43694500113662

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	236,000.00		236,000.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	37,123.00	51,168.00	88,291.00
Health and Welfare Benefits	3401-3402	114,538.00		114,538.00
Unemployment Insurance	3501-3502	14,710.00		14,710.00
Workers' Compensation Insurance	3601-3602	28,961.00		28,961.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	50,386.00		50,386.00
Total, Employee Benefits		481,718.00	51,168.00	532,886.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	11,802.00	81,557.00	93,359.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	31,232.00	139,391.00	170,623.00
Noncapitalized Equipment	4400	128,739.00	143,159.00	271,898.00
Food	4700		118,912.00	118,912.00
Total, Books and Supplies		171,773.00	483,019.00	654,792.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200	15.00		15.00
Dues and Memberships	5300	17,301.00		17,301.00
Insurance	5400	49,325.00		49,325.00
Operations and Housekeeping Services	5500	32,600.00		32,600.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	20,533.00		20,533.00
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	1,889,790.00	157,364.00	2,047,154.00
Communications	5900	24,373.00		24,373.00
Total, Services and Other Operating Expenditures		2,033,937.00	157,364.00	2,191,301.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	189,964.00		189,964.00
Total, Capital Outlay		189,964.00	0.00	189,964.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299	45,359.00		45,359.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438	71,012.00		71,012.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		71,012.00	0.00	71,012.00
Total, Other Outgo		116,371.00	0.00	116,371.00
8. TOTAL EXPENDITURES		4,524,798.00	1,282,561.00	5,807,359.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy

CDS #: 43694500113662

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		313,428.00	0.00	313,428.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		313,428.00	0.00	313,428.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	5,762,583.41		5,762,583.41
b. Adjustments/Restatements	9793, 9795	(37,626.41)		(37,626.41)
c. Adjusted Beginning Fund Balance /Net Position		5,724,957.00	0.00	5,724,957.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		6,038,385.00	0.00	6,038,385.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	54,328.00		54,328.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	5,984,057.00	0.00	5,984,057.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy

CDS #: 43694500113662

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	3,723,178.00		3,723,178.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	1,782,221.00		1,782,221.00
4. Due from Grantor Governments	9290	1,418,714.00		1,418,714.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	27,370.00		27,370.00
7. Other Current Assets	9340	10,573.00		10,573.00
8. Capital Assets (accrual basis only)	9400-9489	7,041,924.00		7,041,924.00
9. TOTAL ASSETS		14,003,980.00	0.00	14,003,980.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	325,628.00		325,628.00
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	769,753.00		769,753.00
4. Unearned Revenue	9650	3,672,530.00		3,672,530.00
5. Long-Term Liabilities (accrual basis only)	9660-9669	3,197,684.00		3,197,684.00
6. TOTAL LIABILITIES		7,965,595.00	0.00	7,965,595.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690			0.00
2. TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		6,038,385.00	0.00	6,038,385.00

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy

CDS #: 43694500113662

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")

- a. None
- b. None
- c. None
- d. None
- e. None
- f. None
- g. None
- h. None
- i. None
- j. None

TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
Salaries	1000-1999
	2000-2999
	except 3801-
	4000-4999
for Operating Expenditures	5000-5999
PROPERTY SERVICES EXPENDITURES	
	0.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy

CDS #: 43694500113662

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	<u>5,807,359.00</u>
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	<u>1,012,226.00</u>
c. Subtotal of State & Local Expenditures [a minus b]	<u>4,795,133.00</u>
d. Less Community Services [L2 Total]	<u>0.00</u>
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	<u>260,976.00</u>
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ <u>4,534,157.00</u>

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**CHARTER SCHOOL CERTIFICATION****Charter School Name:** Voices College-Bound Language Academy at Mt. Pleasant**CDS #:** 43104390132530**Charter Approving Entity:** Santa Clara County of Education**County:** Santa Clara**Charter #:** 1743

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:

Christine Carbone

Name

Financial Administrator of Charter Schools

Title

408 453-3604

Telephone

christine.carbone@sccoe.org

Email address

For Approving Entity:

Christine Carbone

Name

Financial Administrator of Charter Schools

Title

408 453-3604

Telephone

christine.carbone@sccoe.org

Email address

For Charter School:

Frances Teso

Name

Executive Director

Title

Telephone

fteso@voicescharterschool.org

Email address

To the entity that approved the charter school:

() 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 42100(b).

Signed: _____

Date: _____

Charter School Official
(Original signature required)

Printed

Name: Frances Teso

Title: Executive Director

To the County Superintendent of Schools:

() 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 42100(a).

Signed: _____

Date: _____

Authorized Representative of
Charter Approving Entity
(Original signature required)

Printed

Name: _____

Title: _____

To the Superintendent of Public Instruction:

() 2020-21 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to *Education Code* Section 42100(a).

Signed: _____

Date: _____

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**Charter School Name:** Voices College-Bound Language Academy at Mt. Pleasant**CDS #:** 43104390132530**Charter Approving Entity:** Santa Clara County of Education**County:** Santa Clara**Charter #:** 1743**This charter school uses the following basis of accounting:****(Please enter an "X" in the applicable box below; check only one box)** **Accrual Basis** (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 7438, 9400-9489, 9660-9669, 9796, and 9797) **Modified Accrual Basis** (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	2,086,687.00		2,086,687.00
Education Protection Account State Aid - Current Year	8012	60,160.00		60,160.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,002,863.00		1,002,863.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,149,710.00	0.00	3,149,710.00
2. Federal Revenues (see NOTE in Section L)				
No Child Left Behind/Every Student Succeeds Act	8290	129,595.00		129,595.00
Special Education - Federal	8181, 8182	73,019.00		73,019.00
Child Nutrition - Federal	8220	137,507.00		137,507.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	365,226.00		365,226.00
Total, Federal Revenues		0.00	705,347.00	705,347.00
3. Other State Revenues				
Special Education - State	StateRevSE	176,778.00		176,778.00
All Other State Revenues	StateRevAO	118,716.00	378,114.00	496,830.00
Total, Other State Revenues		118,716.00	554,892.00	673,608.00
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	6,808.00		6,808.00
Total, Local Revenues		6,808.00	0.00	6,808.00
5. TOTAL REVENUES		3,275,234.00	1,260,239.00	4,535,473.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	839,580.00	25,796.00	865,376.00
Certificated Pupil Support Salaries	1200	94,307.00	36,695.00	131,002.00
Certificated Supervisors' and Administrators' Salaries	1300	101,675.00		101,675.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,035,562.00	62,491.00	1,098,053.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	9,141.00	211,043.00	220,184.00
Noncertificated Support Salaries	2200	91,135.00	73,469.00	164,604.00
Noncertificated Supervisors' and Administrators' Salaries	2300			0.00
Clerical, Technical and Office Salaries	2400	50,555.00	9,511.00	60,066.00
Other Noncertificated Salaries	2900	28,769.00	30,972.00	59,741.00
Total, Noncertificated Salaries		179,600.00	324,995.00	504,595.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021**Charter School Name:** Voices College-Bound Language Academy at Mt. Pleasant**CDS #:** 43104390132530

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102	181,277.00		181,277.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	10,449.00	38,076.00	48,525.00
Health and Welfare Benefits	3401-3402	92,700.00		92,700.00
Unemployment Insurance	3501-3502	11,825.00		11,825.00
Workers' Compensation Insurance	3601-3602	22,301.00		22,301.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	39,302.00		39,302.00
Total, Employee Benefits		357,854.00	38,076.00	395,930.00
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	1,085.00	54,668.00	55,753.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	23,539.00	72,399.00	95,938.00
Noncapitalized Equipment	4400	25,831.00	128,827.00	154,658.00
Food	4700	3,287.00	141,816.00	145,103.00
Total, Books and Supplies		53,742.00	397,710.00	451,452.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100			0.00
Travel and Conferences	5200			0.00
Dues and Memberships	5300	4,372.00		4,372.00
Insurance	5400	37,971.00		37,971.00
Operations and Housekeeping Services	5500	1,292.00	5,250.00	6,542.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	464,600.00	371,297.00	835,897.00
Transfers of Direct Costs	5700-5799			0.00
Professional/Consulting Services and Operating Expend.	5800	1,030,912.00	60,420.00	1,091,332.00
Communications	5900	6,418.00		6,418.00
Total, Services and Other Operating Expenditures		1,545,565.00	436,967.00	1,982,532.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Depreciation Expense (accrual basis only)	6900	4,621.00		4,621.00
Total, Capital Outlay		4,621.00	0.00	4,621.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299	31,497.00		31,497.00
Transfers of Indirect Costs	7300-7399			0.00
Debt Service:				
Interest	7438	1,494.00		1,494.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		1,494.00	0.00	1,494.00
Total, Other Outgo		32,991.00	0.00	32,991.00
8. TOTAL EXPENDITURES		3,209,935.00	1,260,239.00	4,470,174.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy at Mt. Pleasant

CDS #: 43104390132530

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		65,299.00	0.00	65,299.00
D. OTHER FINANCING SOURCES / USES				
1. Other Sources	8930-8979			0.00
2. Less: Other Uses	7630-7699			0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		65,299.00	0.00	65,299.00
F. FUND BALANCE / NET POSITION				
1. Beginning Fund Balance/Net Position				
a. As of July 1	9791	479,340.80		479,340.80
b. Adjustments/Restatements	9793, 9795	107,728.20		107,728.20
c. Adjusted Beginning Fund Balance /Net Position		587,069.00	0.00	587,069.00
2. Ending Fund Balance /Net Position, June 30 (E+F1c)		652,368.00	0.00	652,368.00
Components of Ending Fund Balance (Modified Accrual Basis only)				
a. Nonspendable				
1. Revolving Cash (equals Object 9130)	9711			0.00
2. Stores (equals Object 9320)	9712			0.00
3. Prepaid Expenditures (equals Object 9330)	9713			0.00
4. All Others	9719			0.00
b. Restricted	9740			0.00
c. Committed				
1. Stabilization Arrangements	9750			0.00
2. Other Commitments	9760			0.00
d. Assigned	9780			0.00
e. Unassigned/Unappropriated				
1. Reserve for Economic Uncertainties	9789			0.00
2. Unassigned/Unappropriated Amount	9790M			0.00
3. Components of Ending Net Position (Accrual Basis only)				
a. Net Investment in Capital Assets	9796	1,740.00		1,740.00
b. Restricted Net Position	9797			0.00
c. Unrestricted Net Position	9790A	650,628.00	0.00	650,628.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy at Mt. Pleasant

CDS #: 43104390132530

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	310,266.00		310,266.00
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	2,355.00		2,355.00
4. Due from Grantor Governments	9290	1,839,930.00		1,839,930.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	13,949.00		13,949.00
7. Other Current Assets	9340	26,527.00		26,527.00
8. Capital Assets (accrual basis only)	9400-9489	54,410.00		54,410.00
9. TOTAL ASSETS		2,247,437.00	0.00	2,247,437.00
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	868,063.00		868,063.00
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	484,566.00		484,566.00
4. Unearned Revenue	9650	52,670.00		52,670.00
5. Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6. TOTAL LIABILITIES		1,405,299.00	0.00	1,405,299.00
J. DEFERRED INFLOWS OF RESOURCES				
1. Deferred Inflows of Resources	9690	189,770.00		189,770.00
2. TOTAL DEFERRED INFLOWS		189,770.00	0.00	189,770.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G9 + H2) - (I6 + J2) (must agree with Line F2)		652,368.00	0.00	652,368.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy at Mt. Pleasant

CDS #: 43104390132530

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE

	Capital Outlay	Debt Service	Total
\$			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries	1000-1999
b. Noncertificated Salaries	2000-2999
c. Employee Benefits	except 3801-
d. Books and Supplies	4000-4999
e. Services and Other Operating Expenditures	5000-5999
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

CHARTER SCHOOL UNAUDITED ACTUALS**FINANCIAL REPORT -- ALTERNATIVE FORM**July 1, 2020 to June 30, 2021

Charter School Name: Voices College-Bound Language Academy at Mt. Pleasant

CDS #: 43104390132530

3. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2019-20 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2022-23.

a. Total Expenditures (B8)	4,470,174.00
b. Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	705,347.00
c. Subtotal of State & Local Expenditures [a minus b]	3,764,827.00
d. Less Community Services [L2 Total]	0.00
e. Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	6,115.00
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 3,758,712.00

Coversheet

Public Hearings Education Effectiveness Plan for Voices FS, MH, MP, WCC and ST

Section: III. Board Business
Item: A. Public Hearings Education Effectiveness Plan for Voices FS, MH, MP,
WCC and ST
Purpose: Discuss
Submitted by:
Related Material: Voices - Educator Effectiveness 2021-26 Spending Plans.pdf

LEA	Estimated Entitlement	Expenditure Plan					Total
		Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	
Professional learning for teachers, administrators, and classified staff who work/interact with students with designated focus areas.							
Focus area 1: Summer intensive professional development for teachers & staff							
Focus area 2: Systematic ELD training for teachers to improve foundational and academic English instruction for English Learners and all students	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	37,500.00	
Focus area 3: New Teacher Induction costs to help improve early-career teachers' practice	2,200.00	2,200.00	2,200.00	2,200.00	2,200.00	11,000.00	
Focus area 4: Teacher For America ongoing professional development and coaching for Year 1 and Year 2 fellows through TFA partnership	8,100.00	8,100.00	8,100.00	8,100.00	8,100.00	40,500.00	
	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	37,500.00	
	25,300.00	25,300.00	25,300.00	25,300.00	25,300.00	126,500.00	

As a condition of receiving these funds, the school will:	Funding Estimate	
	Per FTE Rate	
Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent.		\$2,375
The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.	Certificated FTE	23.00 \$ 54,625.00
On or before September 20, 2026, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.	Classified FTE	24.12 \$ 57,285.00
	Total Grant	\$111,910

LEA	Estimated Entitlement	Expenditure Plan					Total
		Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	
Professional learning for teachers, administrators, and classified staff who work/interact with students with designated focus areas.							
Focus area 1: Systematic ELD training for teachers to improve foundational and academic English instruction for English Learners and all students	2,200.00	2,200.00	2,200.00	2,200.00	2,200.00	11,000.00	
Focus area 2: New Teacher Induction costs to help improve early-career teachers' practice	7,000.00	7,000.00	8,100.00	8,100.00	8,100.00	38,300.00	
Focus area 3: Teacher For America ongoing professional development and coaching for Year 1 and Year 2 fellows through TFA partnership	6,250.00	6,250.00	7,500.00	7,500.00	7,500.00	35,000.00	
	15,450.00	15,450.00	17,800.00	17,800.00	17,800.00	84,300.00	

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before September 20, 2026, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.

Funding Estimate

Per FTE Rate \$2,375

Certificated FTE 17.00 \$ 40,375.00

Classified FTE 17.74 \$ 42,132.50

Total Grant \$82,508

LEA

Voices College-Bound Language Academy at Mount Pleasant

Estimated Entitlement

\$91,723

Funding deadline: June 30, 2026

Professional learning for teachers, administrators, and classified staff who work/interact with students with designated focus areas.

Focus area 1: Culturally responsive SIOP (Sheltered Instruction Observation Protocol) training to support teachers in advancing academic language development alongside meaningful engagement with lesson content.

Focus area 2: Systematic ELD training for teachers to improve foundational and academic English instruction for English Learners and all students

Focus area 3: New Teacher Induction costs to help improve early-career teachers' practice

	Expenditure Plan					Total
	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	
Focus area 1: Culturally responsive SIOP (Sheltered Instruction Observation Protocol) training to support teachers in advancing academic language development alongside meaningful engagement with lesson content.	7,600.00	7,600.00	7,600.00	7,600.00	7,600.00	38,000.00
Focus area 2: Systematic ELD training for teachers to improve foundational and academic English instruction for English Learners and all students	2,200.00	2,200.00	2,200.00	2,200.00	2,200.00	11,000.00
Focus area 3: New Teacher Induction costs to help improve early-career teachers' practice	17,500.00	17,500.00	10,000.00	10,000.00	10,000.00	65,000.00
	27,300.00	27,300.00	19,800.00	19,800.00	19,800.00	114,000.00

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before September 20, 2026, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.

Funding Estimate

Per FTE Rate

\$2,375

Certificated FTE

18.00

\$ 42,750.00

Classified FTE

20.62

\$ 48,972.50

Total Grant

\$ 91,723

LEA	Estimated Entitlement	Expenditure Plan					Total
		Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	
Professional learning for teachers, administrators, and classified staff who work/interact with students with designated focus areas.							
Focus area 1: Systematic ELD training for teachers to improve foundational and academic English instruction for English Learners and all students	2,200.00	2,200.00	2,200.00	2,200.00	2,200.00	11,000.00	
Focus area 2: New Teacher Induction costs to help improve early-career teachers' practice	3,500.00	5,000.00	5,000.00	7,500.00	7,500.00	28,500.00	
Focus area 3: Teacher For America or other professional development and coaching for Year 1 and Year 2 fellows/teacher	-	3,125.00	6,250.00	7,500.00	7,500.00	24,375.00	
	5,700.00	10,325.00	13,450.00	17,200.00	17,200.00	63,875.00	

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before September 20, 2026, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.

Funding Estimate

Per FTE Rate \$2,375

Certificated FTE 12.00 \$ 28,500.00

Classified FTE 13.86 \$ 32,917.50

Total Grant

\$61,418

LEA	Estimated Entitlement	Expenditure Plan					Total
		Year 1 2021-22	Year 2 2022-23	Year 3 2023-24	Year 4 2024-25	Year 5 2025-26	
Voices College-Bound Language Academy at Stockton	\$27,598						
Funding deadline: June 30, 2026							
Professional learning for teachers, administrators, and classified staff who work/interact with students with designated focus areas.							
Focus area 1: Systematic ELD training for teachers to improve foundational and academic English instruction for English Learners and all students	2,200.00	2,200.00	2,200.00	2,200.00	2,200.00	11,000.00	
Focus area 2: New Teacher Induction costs to help improve early-career teachers' practice	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	17,500.00	
	5,700.00	5,700.00	5,700.00	5,700.00	5,700.00	28,500.00	

As a condition of receiving these funds, the school will:

Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent.

The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

On or before September 20, 2026, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.

Funding Estimate			
Per FTE Rate			\$2,375
Certificated FTE	6.00	\$	14,250.00
Classified FTE	5.62	\$	13,347.50
Total Grant			\$27,598

Coversheet

ESSER III Spending Plan Voices FS, MP, MH, and WCC

Section:	III. Board Business
Item:	B. ESSER III Spending Plan Voices FS, MP, MH, and WCC
Purpose:	Vote
Submitted by:	
Related Material:	Voices FY22 ESSER III Expenditure Plan - Flagship.pdf Voices FY22 ESSER III Expenditure Plan - MH.pdf Voices FY22 ESSER III Expenditure Plan - MP.pdf Voices FY22 ESSER III Expenditure Plan - WCC.pdf

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com , 408-599-0955

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
School LCAP	https://voicesacademies.org/wp-content/uploads/2021/07/Flagship-LCAP-Merged.pdf
N/A	N/A

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$1,034,295

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$124,590
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$1,001,998
Use of Any Remaining Funds	\$18,000

Total ESSER III funds included in this plan

\$1,144,588*

* Additional funds allocated to plan to provide cushion due to open positions or expenses that are less than forecast.

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Voices ESSER III plan has been developed in the continued effort to support the achievement of our Local Control and Accountability Plan (LCAP) goals. The LCAP annual process, which took place in 20-21 included meaningful stakeholder engagement which led to developing an effective plan for the school and student success.

Voices used several structures to effectively communicate and engage key stakeholders in the LCAP. The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly 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. A parent workshops and an LCAP overview meeting was also held. All materials were provided in English and Spanish.

The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting. Feedback collected during this engagement process informed Voices LCAP and is also informing ESSER III plan.

School community members will be able to provide additional ESSER III input and feedback at Voices public board meeting on October 18, 2021.

Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

A description of how the development of the plan was influenced by community input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions. The feedback showed that stakeholders desired a continued focus on student wellbeing and building coping skills. The feedback also revealed that additional academic support to mitigate learning loss and providing teacher development was also important.

Furthering these goals has also been incorporated into the ESSER III Plan.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$124,590

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	COVID Liaison	Staff member responsible for tracking and coordinating LEA's response to changing COVID needs for school	\$7,500
LCAP	Clerical support	Portion of clerical staff to ensure smooth operations, communication with parents, and supply provision for in-person learning	\$68,340
N/A	Custodial support	Portion of custodial positions to ensure robust staff to clean facility for safe in-person operations	\$48,750

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$1,001,998

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP	Teaching staff	Maintain smaller class size (portion of each classroom teacher to avoid devastating classroom consolidations and cuts)	\$361,198
LCAP	Instructional support	Maintenance of critical instructional support staff (Intervention Teacher, Instructional Coach), despite lower enrollment, in order to ensure targeted instruction and interventions in response to impact of lost instructional time	\$640,800

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$18,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Nutrition consultants	Support consultants for food service to ensure all students seamlessly receive meals	\$18,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Academic Progress Monitoring	Using internal benchmark math and ELA assessments, teachers will monitor students' academic progress towards meeting benchmark standards.	Ongoing at least four times per year to inform classroom practices.
Social-Emotional Progress Monitoring	Students will take the Panorama Student supports and environment surveys, a third party nationally normed climate and social-emotional survey.	Twice per year (initial and post)

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at
<https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Morgan Hill	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com , 408-599-0955

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
School LCAP	https://voicesacademies.org/wp-content/uploads/2021/07/Morgan-Hill-LCAP-Merged.pdf
N/A	N/A

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$639,091

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$38,100
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$640,500
Use of Any Remaining Funds	\$12,000

Total ESSER III funds included in this plan

\$690,600*

* Additional funds allocated to plan to provide cushion due to open positions or expenses that are less than forecast.

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Voices ESSER III plan has been developed in the continued effort to support the achievement of our Local Control and Accountability Plan (LCAP) goals. The LCAP annual process, which took place in 20-21 included meaningful stakeholder engagement which led to developing an effective plan for the school and student success.

Voices used several structures to effectively communicate and engage key stakeholders in the LCAP. The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly 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. A parent workshops and an LCAP overview meeting was also held. All materials were provided in English and Spanish.

The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting. Feedback collected during this engagement process informed Voices LCAP and is also informing ESSER III plan.

School community members will be able to provide additional ESSER III input and feedback at Voices public board meeting on October 18, 2021.

Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

A description of how the development of the plan was influenced by community input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions. The feedback showed that stakeholders desired a continued focus on student wellbeing and building coping skills. The feedback also revealed that additional academic support to mitigate learning loss and providing teacher development was also important.

Furthering these goals has also been incorporated into the ESSER III Plan.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$38,100

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	COVID Liaison	Staff member responsible for tracking and coordinating LEA's response to changing COVID needs for school	\$7,500
LCAP	Clerical support	Portion of clerical staff to ensure smooth operations, communication with parents, and supply provision for in-person learning	\$30,600

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$640,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP	Teaching staff	Maintain smaller class size (portion of each classroom teacher to avoid devastating classroom consolidations and cuts)	\$378,000
LCAP	Instructional support	Maintenance of critical instructional support staff (Intervention Teacher, Instructional Coach), despite lower enrollment, in order to ensure targeted instruction and interventions in response to impact of lost instructional time	\$262,500

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$18,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Nutrition consultants	Support consultants for food service to ensure all students seamlessly receive meals	\$12,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Academic Progress Monitoring	Using internal benchmark math and ELA assessments, teachers will monitor students’ academic progress towards meeting benchmark standards.	Ongoing at least four times per year to inform classroom practices.
Social-Emotional Progress Monitoring	Students will take the Panorama Student supports and environment surveys, a third party nationally normed climate and social-emotional survey.	Twice per year (initial and post)

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at
<https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Mount Pleasant	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com , 408-599-0955

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For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
School LCAP	https://voicesacademies.org/wp-content/uploads/2021/07/Mount-Pleasant-LCAP-Merged.pdf
N/A	N/A

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$655,279

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$155,370
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$550,833
Use of Any Remaining Funds	\$18,000

Total ESSER III funds included in this plan

\$724,203*

* Additional funds allocated to plan to provide cushion due to open positions or expenses that are less than forecast.

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

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Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly 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. A parent workshops and an LCAP overview meeting was also held. All materials were provided in English and Spanish.

The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting. Feedback collected during this engagement process informed Voices LCAP and is also informing ESSER III plan.

School community members will be able to provide additional ESSER III input and feedback at Voices public board meeting on October 18, 2021.

Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

A description of how the development of the plan was influenced by community input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions. The feedback showed that stakeholders desired a continued focus on student wellbeing and building coping skills. The feedback also revealed that additional academic support to mitigate learning loss and providing teacher development was also important.

Furthering these goals has also been incorporated into the ESSER III Plan.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$155,370

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	COVID Liaison	Staff member responsible for tracking and coordinating LEA's response to changing COVID needs for school	\$7,500
N/A	Custodial support	Portion of custodial positions to ensure robust staff to clean facility for safe in-person operations	\$147,870

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$550,833

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP	Teaching staff	Maintain smaller class size (portion of each classroom teacher to avoid devastating classroom consolidations and cuts)	\$237,500
LCAP	Instructional support	Maintenance of critical instructional support staff (Intervention Teacher, Instructional Coach), despite lower enrollment, in order to ensure targeted instruction and interventions in response to impact of lost instructional time	\$313,333

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$18,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Nutrition consultants	Support consultants for food service to ensure all students seamlessly receive meals	\$18,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Academic Progress Monitoring	Using internal benchmark math and ELA assessments, teachers will monitor students’ academic progress towards meeting benchmark standards.	Ongoing at least four times per year to inform classroom practices.
Social-Emotional Progress Monitoring	Students will take the Panorama Student supports and environment surveys, a third party nationally normed climate and social-emotional survey.	Twice per year (initial and post)

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at
<https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com , 408-599-0955

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
School LCAP	https://voicesacademies.org/wp-content/uploads/2021/07/WCC-LCAP-Merged.pdf
N/A	N/A

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$384,160

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$152,793
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$279,956
Use of Any Remaining Funds	\$12,000

Total ESSER III funds included in this plan

\$444,749*

* Additional funds allocated to plan to provide cushion due to open positions or expenses that are less than forecast.

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Voices ESSER III plan has been developed in the continued effort to support the achievement of our Local Control and Accountability Plan (LCAP) goals. The LCAP annual process, which took place in 20-21 included meaningful stakeholder engagement which led to developing an effective plan for the school and student success.

Voices used several structures to effectively communicate and engage key stakeholders in the LCAP. The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly 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. A parent workshops and an LCAP overview meeting was also held. All materials were provided in English and Spanish.

The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting. Feedback collected during this engagement process informed Voices LCAP and is also informing ESSER III plan.

School community members will be able to provide additional ESSER III input and feedback at Voices public board meeting on October 18, 2021.

Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

A description of how the development of the plan was influenced by community input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions. The feedback showed that stakeholders desired a continued focus on student wellbeing and building coping skills. The feedback also revealed that additional academic support to mitigate learning loss and providing teacher development was also important.

Furthering these goals has also been incorporated into the ESSER III Plan.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$152,793

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	COVID Liaison	Staff member responsible for tracking and coordinating LEA's response to changing COVID needs for school	\$7,500
LCAP	Clerical support	Portion of clerical staff to ensure smooth operations, communication with parents, and supply provision for in-person learning	\$84,750
N/A	Custodial support	Portion of custodial positions to ensure robust staff to clean facility for safe in-person operations	\$60,543

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$279,956

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP	Teaching staff	Maintain smaller class size (portion of each classroom teacher to avoid devastating classroom consolidations and cuts)	\$94,500
LCAP	Instructional support	Maintenance of critical instructional support staff (Intervention Teacher, Instructional Coach), despite lower enrollment, in order to ensure targeted instruction and interventions in response to impact of lost instructional time	\$185,456

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$12,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Nutrition consultants	Support consultants for food service to ensure all students seamlessly receive meals	\$12,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Academic Progress Monitoring	Using internal benchmark math and ELA assessments, teachers will monitor students' academic progress towards meeting benchmark standards.	Ongoing at least four times per year to inform classroom practices.
Social-Emotional Progress Monitoring	Students will take the Panorama Student supports and environment surveys, a third party nationally normed climate and social-emotional survey.	Twice per year (initial and post)

ESSER III Expenditure Plan Instructions

Introduction

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The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at
<https://www.cde.ca.gov/fq/cr/arpact.asp>.

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Fiscal Requirements

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- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
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 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021